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ABSTRACT

Designed to meet Illinois state law requirements for consumer education to be taught before graduation from high school, this guide outlines the major topics to be included in the mandatory nine weeks of consumer education. Because the law neither stipulates a specific grade level for this material, nor requires its introduction as a separate course, this guide suggests various times and methods for integrating it into the grades 8-12 curriculum. The topics covered are as follow: (1) the individual consumer in the marketplace; (2) money management; (3) consumer credit; (4) goods and services, including human services, housing, food, transportation, clothing, health services, drugs, recreation, and home furnishings and appliances; (5) insurance; (6) savings and investments; (7) taxes; and (8) the consumer in our economy. Student objectives are identified for each subject area, as well as suggested learning activities, such as research, guest speakers, class discussions, field trips, and written exercises. While bibliographies of instructional materials with one-sentence annotations conclude the sections on specific topics, a general list of resource organizations and government agencies is provided at the end of the publication. (ELG)

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Consumer Education in Illinois Schools
Grades 8-12

ED164823

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
JOSEPH M. CRONIN, Superintendent

CE 018 517

Department of LEA Services

Springfield, Illinois
1978

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CONTENTS

Page

Foreword.................................... i

Use of Publication.......................... ii

Introduction................................ 1

Legislation
Rationale
Objectives

Procedures for Implementation............... 4

Content
Responsibility
Time Allotment
Certification of Teachers
Methods of Implementation

Consumer Education Topics................... 8

- The Individual Consumer in the Marketplace.. 9
- Money Management.......................... 20
- Consumer Credit........................... 26
- Goods and Services........................ 36
  - Human Services......................... 37
  - Housing................................ 43
  - Food................................... 50
  - Transportation......................... 56
  - Clothing............................... 64
  - Health Services, Drugs, and Cosmetics.. 69
  - Recreation............................. 75
  - Home Furnishings and Appliances........ 80
- Insurance................................. 88
- Savings and Investments................... 100
- Taxes..................................... 106
- The Consumer in Our Economy............... 113

Resources................................... 121

Appendix A.................................. 137

FOREWORD

It is with pleasure that the State Board of Education and the Illinois Office of Education present this revised edition of Consumer Education in Illinois Schools: Grades 8-12 to improve consumer education throughout the State.

The two recent amendments to the consumer education mandate which require "an understanding of the roles of consumers interacting with agriculture, business, labor unions, and government in formulating and achieving the goals of the mixed free enterprise system" are integrated into the content. Current thinking, discussions, and observations of interesting and successful approaches to the teaching of consumer education are reflected, not only in the amendments but in the original mandate as well.

It is our intent to stimulate further work toward competent philosophical and practical directions in the area of consumer education. While we should continue to support existent successful organization of subject matter, we must be flexible enough to reappraise continually and add new content when necessary. This publication challenges teachers, administrators, and others to confront those issues which are a bit more difficult. Moreover, it reinforces and expands the substantial body of well-established knowledge in consumer education. Further attention is given to the needs of individual learners, interpersonal relationships, and societal roles.

This agency wishes to acknowledge the expertise and enthusiasm of the Consumer Education Curriculum Revision Committees in their sincere efforts to communicate new ideas to educators throughout the State.

Special commendation also is extended to the writers of the original document from whose knowledge and skill the initial "Guidelines" emerged. This publication reflects the ongoing thoughts and work of many persons throughout the past decade who are dedicated to the consumer movement.

Joseph M. Cronin

Joseph M. Cronin
State Superintendent of Education

USE OF THE PUBLICATION

The broad objectives of this publication are twofold; first, to assist school administrative personnel in the implementation of the mandate concerning consumer education as outlined in The School Code of Illinois; and secondly, to assist teachers in planning an instructional program in consumer education which meets the needs of the students.

Although instruction in consumer education has been taught as an integral part of different subject matter areas in the school curriculum for many years, The School Code of Illinois, Section 27-12.1, now requires that all students in the public schools in Grades 8 through 12 meet minimal instructional standards in consumer education.

The format used within this publication is similar to that in earlier editions. The content reflects the recent legislative amendments and expands and updates the consumer education topics including environmental issues relating to each appropriate consumer education unit. Increased emphasis is placed upon student activities which reflect the variant economic and ability levels of students. Whenever possible, students should be involved in the suggested activities. Selected annotated teacher/student references are identified at the conclusion of each unit.

Listings of selected sources of consumer education information and materials from which a wealth of information may be obtained are included in the Resource Section of this publication. No attempt is made to include a comprehensive bibliography of consumer education materials. There are also many other excellent materials available.

NOTE: This document was printed in a format that allows for easy duplication.

INTRODUCTION

There is a growing awareness in the State of Illinois of the need to increase the degree of economic literacy in the public schools in order to provide students with an understanding of the functioning of our private enterprise system and how this affects individuals as income producers and consumers.

Legislation

To develop more informed and effective citizenship with personal economic competence, in 1967 the Seventy-fifth General Assembly passed and the Governor approved Senate Bill 977 which amended The School Code of Illinois (Section 27-12:1) requiring instruction in Consumer Education. This legislation, amended in 1975 and 1977, reads as follows:

> "Pupils in the public schools in grades 8 through 12 shall be taught and be required to study courses which include instruction in consumer education, including but not necessarily limited to installment purchasing, budgeting, comparison of prices, and an understanding of the roles of consumers interacting with agriculture, business, labor unions, and government in formulating and achieving the goals of the mixed free enterprise system."

Rationale

The general concept of consumer education is preparation for wise and responsible citizenship. Students should be made to feel that they are "living" now as truly as are adults; that their school is helping them live now more rewardingly; and that with each day and with each dollar they spend they are learning to build a better future for themselves and for others. Students need to explore, think about, and discuss what they want for others as well as for themselves. Young people today, perhaps as never before, have a real need to understand personal, economic, and social values. They need to understand and appreciate the democratic processes.

The Illinois Office of Education, therefore, has adopted the following definition of consumer education which serves as a basis for the materials and suggestions contained in this publication.

> Consumer education is the development of the individual in the skills, concepts, and understandings required for everyday living to achieve, within the framework of one's own values, maximum utilization of, and satisfaction from one's resources.

One of life's most important problems is the managing of personal economic affairs and knowing how to maximize satisfaction from the level of one's income. To do this, students must understand fully that the basic ingredient of economic competence is the wise use of resources as one chooses a job, earns, spends, saves, borrows, invests, and plans for the future. Natural and human resources, as well as capital goods, are used to meet the needs and wants of the consumer.

Our economy is constantly changing, due in large part to its continuing development of new products, services, and methods for meeting the changing needs. In our economy, we are free to exercise choice among many alternatives in both earning and spending. Our ability, in the United States, to produce quantities of goods and services has raised the level of living of the average consumer far beyond that of most of the rest of the world. This is true even though we have unemployment and poverty in our society.

Objectives

At the core of consumer education are the students, who look at themselves and see what they want out of life and how they can most effectively attain their goals. Essentially problem-solving, consumer education objectives include helping students:

* To become an informed consumer

* To understand the rights and responsibilities of the consumer in society

* To develop responsible attitudes toward the use of resources

* To develop a sound decision-making process based upon one's individual goals and values

* To utilize sources of information to facilitate greater satisfaction in making consumer decisions

- To understand the interdependent roles of the consumer, worker, and citizen in our economy

- To participate more fully in the consumer aspects of family life.

To have the greatest impact, consumer education content and presentation must be oriented to students' current concerns and to the recognizable interests of themselves and their families. When this is done, students readily learn that consumer decisions must be based upon factual knowledge and the application of basic economic principles.

Many teenagers have part-time jobs -- they are wage earners. Thus, there is urgent need to educate boys and girls alike, at all socioeconomic levels, on how to make intelligent decisions regarding their personal financial affairs. Given effective consumer education, students will be prepared to face and solve real life problems. They will make more intelligent consumer decisions which, over time, will prove helpful to themselves and to the general economy.

Since everyone is a consumer all of their lives, it is extremely important that schools provide education that will enable students to be informed and conscientious buyers of those goods and services needed. It is becoming increasingly important for people to know how to get their money's worth. Youth must be given adequate instruction in the handling of real life problems necessary to be an informed citizen. Our youth, as members of a private enterprise system, must have economic understanding in order to meet the economic problems which occur daily both in their individual lives and in their government.

The attitude of teenagers toward and their skill in managing money will affect every area of their lives. They will face many important consumer economic decisions in the years ahead when getting an education, choosing a career, starting a marriage, raising a family, paying taxes, and engaging in a variety of other activities. Consumer education is preparation for living. It is setting goals and determining how time, money, and energy will be spent to reach those goals.

Consumer education is a lifelong process, but today's students need to be given direction in order to start on the right road.

Consumer education implements the objectives of general education, namely, "to foster individual fulfillment and nurture free, rational, and responsible men and women, without whom our society cannot endure."

PROCEDURES FOR IMPLEMENTATION

Content

The areas specified in the law have been expanded to the consumer education topics included within this publication. For a comprehensive educational program, it is suggested that the consumer education curriculums encompass these topics. The total consumer education program should lay the foundation for understanding one's role as a consumer and relate basic concepts to individual action.

Responsibility

Inasmuch as instruction in consumer education is mandated by the State of Illinois, all students in the public schools in Grades 8 through 12 must participate in this educational program. The means of implementing The School Code of Illinois (27-12.1) rests with each local school district; therefore, each school district has the opportunity to develop instructional programs relevant to the needs and the individualities of the students and of the community. However, compliance must be met in terms of minimal recommended standards.

It is the responsibility of the superintendent of each school district to maintain records documenting that each student has received adequate instruction in consumer education as required by law:

> "instruction in the area of consumer education including but not necessarily limited to installment purchasing, budgeting, comparison of prices and an understanding of the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system"

...prior to the completion of the 12th grade. Schools not providing a consumer education program for all students in Grades 8 through 12 as prescribed in Section 27-12:1, of The School Code of Illinois are given 45 days following a visitation to respond to the Public School Approval Section as to intent regarding how and when to implement the appropriate program.

Time Allotment

The Illinois Office of Education, in fulfilling the responsibility required in the legislation, has specified the minimum program consist of nine weeks of instruction (45 class periods, a period consisting of 50 minutes) or the equivalent.

Certification of Teachers

Teachers of consumer education shall have proper certification and qualifications for the position to which they are assigned. The specific requirement is at least three semester hours in consumer education. Appropriate college and university courses may be found in the areas of home economics education, business education, and social studies. It is recommended that the district encourage teachers to participate in inservice education programs which are offered throughout the state by this office, state associations, and colleges and universities.

Methods of Implementation

In developing a program in compliance with Section 27-12:1, of The School Code of Illinois, consumer education may be included in the secondary school curriculum at any grade level. There may be some advantages in placing the required instructional program at the 11th or 12th grade level because of the emotional and intellectual maturity of the students. On the other hand, the need for the understandings developed in consumer education might be just as great, or greater, for 8th, 9th, and 10th grade students, some of whom for a variety of reasons do not complete their secondary school education.

The most important elements to consider are the interest, qualifications, and enthusiasm of teachers selected to instruct in the consumer education program. The teachers and their creativity and flexibility will determine the success of the program.

Many factors influence school personnel in curriculum planning and development, and it is suggested that special consideration be given to the following items:

> Courses currently included in the curriculum that contain substantial instruction in consumer education
>
> Other requirements for graduation

10

Complexity of school schedule

Emotional and maturity levels of students

Number of nonterminal students

Unique needs of students

Special factors within the community

In an effort to provide school personnel with possible alternatives for integrating consumer education into an already overcrowded curriculum, four basic plans are described:

I. Existing Courses

First, it is possible to use courses currently within the curriculum to meet the consumer education requirement. A school might decide, for example, that one or more of the following courses would be appropriate and, thus, a requirement of all students. (The assumption is that these courses meet the content and time requirements.)

General Business

Consumer Economics

Consumer Education

Family Living

Economics

II. Separate Course

A school might develop a specific course devoted to consumer education and require that all students take this course. The course could be offered for one or two semesters. The local district could decide, for example, that all students must complete a one-semester course in consumer education during the sophomore, junior, or senior year. An existing required course might be selected as the appropriate offering to meet the consumer education requirements and use at least nine weeks of the course for consumer education.

If a separate course in consumer education is offered, the difficulty obviously lies in adjustments to the curriculum, as a whole, as well as in obtaining teachers for the course. The approach to the design of such a course is critical because the course must be pertinent to the everyday living situation of the particular student group. The teacher must be constantly on the alert to changing conditions and problems that affect consumers.

III. Integration

Consumer education may be integrated into all (or selected) subject areas. Although this approach has great merit, it must be meticulously planned and executed. Personnel at the administrative level should make certain that all teachers and all classes become involved in teaching consumer education. Under such a plan it is obvious that a coordinator is needed for each school. Under this integrated approach, each department or subject area would use instructional materials of a consumer education nature. For example, in appropriate business courses, students might study about insurance and investment programs; in home economics education, the purchase and use of consumer goods; in mathematics, the calculation of credit costs; and in English, the current publications of consumer interests; etc. While the details of planning such an approach are extensive, it can be an effective manner of developing consumer education competencies.

Implementation by means of an integrated approach should involve a review of faculty competencies, which may necessitate scheduling adjustments in order that knowledgeable and capable faculty members may exchange instructional time for the purpose of teaching the various consumer education topics in classes to which they are not ordinarily assigned.

IV. Team Teaching

An approach many schools are using is team teaching or a variation of team teaching. Examples of disciplines which may be involved in using this approach are business education, home economics, mathematics, social studies, and general economics. Teachers representing these areas may come together and share their expertise, experiences, resources, and viewpoints through cooperative planning and teaching sessions. Such a procedure should insure, insofar as possible, the development of a strong, comprehensive consumer education program.

CONSUMER EDUCATION TOPICS

THE INDIVIDUAL CONSUMER IN THE MARKETPLACE

The increasing complexity and size of the marketplace requires that consumers become better informed about both personal and public policy economics. People under 21 years of age represent a major spending force. These people should know how to buy--how to use sources of information, compare prices, identify value, and avoid fraud and deception, and to consider the personal and social consequences of consumer decisions. With the right to vote at age 18, it is especially important that individuals realize that they play an important role in our economy and that knowledge in matters of personal economics can greatly affect their welfare.

Education about business and economics often is from the producer viewpoint. In today's economy, the consumer's influence is increasing. The consumer has gained equality in the triad of producer, worker, and consumer. Uninformed decision making may encourage the production of undesirable products. On the other hand, informed consumers may demand that business enterprise provide quality products and services.

Citizens need to know that the laws give both rights and responsibilities in business dealings. Consumers should learn to make informed choices by knowing and using sources of consumer information. While the majority of business transactions are honest and fair, there are occasional business people who take unfair advantage of customers. If consumers fall prey to dishonest business practices, they should know how to obtain appropriate help.

Few of us have ample resources necessary to satisfy all our wants. By becoming an informed consumer, everyone should learn to derive the greatest satisfaction from limited resources. The informed consumer has a heightened awareness of the earth's constraints in furnishing unlimited consumption.

OBJECTIVES

To help students:

* understand the interacting roles of the consumer in society as consumer, producer, and citizen

- recognize the uniqueness of each consumer
- understand that consumer resources are largely dependent upon one's choices of occupations and careers
- understand the relationships among occupations, education, and income
- recognize that some occupations have fringe benefits that add to the recources of the consumer
- understand the factors which influence decision making
- identify the laws that affect the consumer in the marketplace
- understand the rights and responsibilities of the consumer in the marketplace
- recognize and avoid fraudulent and deceptive business practices
- recognize the need for practical experience in the marketplace
- identify sources of consumer information and criteria for evaluating that information
- be aware of consumer problems and pitfalls and methods of redress
- gain an awareness of the consumer's power to influence the marketplace

Outline of Content

1. Three roles of the individual in society

    Consumer
    Producer
    Citizen

2. The consumer in the role of the producer

    Determining one's goals in life
    How career decision affects consumer resources, particularly financial resources
    Factors determining amount of income for various occupations
    Requirements and demands for entry into various
        occupations
        education
        training periods, apprenticeships, internships, etc.

Benefits from occupations, other than salaries and wages

- health care plans
- pensions
- paid vacations
- unemployment benefits
- paid sick leaves
- retirement programs

3. Identifying the consumer

- Rational economic being
- User of goods and services
- Decision maker
- Allocator of resources
- Consumer in relation to the family
- Consumer in relation to the seller
- Consumer in society
    - Life style alternatives
    - Impact of consumer decisions
        - family
        - economy
        - ecology

4. Factors affecting consumer decisions

- Psychological motivation and restraints
    - Hierarchy of needs and wants
    - Values and goals
    - Behavior analysis
        - impulsive
        - repetitive
        - planned
- Social motivation and restraints
    - Peer group pressure
    - Family custom and influence
    - Cultural and ethnic influences
    - Social trends
        - need for conservation
        - ecological and global influences
- Economic motivation and restraints
    - Personal and family resources
        - income
        - savings
        - time
        - skills
        - talents
        - education
    - Limits of natural resources
    - Emergencies
    - Local and national financial outlook
        - economic measurements
        - index of consumer sentiment
        - consumer confidence index

- Marketplace motivation and restraints
  - Mass consumption economy (market structure)
    - interaction between buyer and seller
    - dealing with the corporation
  - Business motivation
    - profit
    - consumer satisfaction
    - social consciousness
  - Stimulation of consumer demand
    - advertising
      - informative
      - persuasive
    - emulative consumption
    - conspicuous consumption
  - Consumerism
    - caveat emptor vs. caveat venditor
    - consumer sovereignty/power
    - consumer movement
- Legal and ethical motivation and restraints
  - Consumer laws
  - Morality in the marketplace
  - Consumer power
    - to withhold purchase
    - boycotts
    - exposes
    - advocates
  - Federal and state regulatory rules and agencies
  - State--charters and licenses
  - Professional and trade practices

5. Consumer competency in the market: Principles of buymanship

- Information: basis for sound decision making
  - Criteria for quality information
    - reliability
    - validity
  - Sources:
    - independent consumer testing
    - consumer information publications
    - government agency publications
    - business sponsored aids
      - seals of approval
      - package information and labeling
    - informative advertising
      - citizens groups
    - professional associations
    - trade associations
- Alternative costs/opportunity costs
  - Law of scarcity
  - Unlimited wants
  - Defer, delay, substitute
  - Do without

- Comparison of products and prices
  - Big versus small sizes
  - Between different stores
  - Brand name versus private label
  - Generic versus brand name
- Comparison of stores and services
  - Warranties
  - Convenience
  - Return policy
  - Customer service
- Sales, promotion practice, and techniques
  - Bait and switch
  - Impulse items
  - Spiff money (push)
  - Lo-balling
  - Fictitious pricing
  - Fashions and obsolescence
  - Loss leaders
  - Variable pricing
  - Quantity discounts
  - Cash versus credit pricing
  - Coupons-stamps-games
- Point of purchase aids
  - Label and packaging information
    - open dating
    - nutritional
    - safety information
    - energy use
    - ingredients
    - warning
    - appropriate use
  - Unit pricing
  - Quality seals
  - Warranty information

6. Consumer problems

- Fraudulent
- False and misleading advertising
- Consumer ignorance and misinformation
- Overwhelmingness of marketplace
- Phony repairs
- Consumer contracts
- Misrepresentation of merchandise
- Poor service
- Consumer helplessness
- Discrimination in the marketplace
  - race
  - sex
  - age
- Mail frauds
- Overconsumption
- Waste

7. Consumer Issues

    - Consumer representation
    - Energy and resource conservation
    - Corrective advertising
    - Comprehensive health delivery system
    - Housing availability
    - No fault insurance
    - Repair service licensing
    - Consumer arbitration
    - Taxation inequities
    - Public transportation
    - Cost of consumer protection
    - Product liability
    - White collar and corporate crime
    - Antitrust action
    - Inflation-recession
    - Government regulation

8. The Rights of Consumers

    - The right to safety
    - The right to be informed
    - The right to choose
    - The right to be heard
        - President J. F. Kennedy - March 15, 1962
    - The right to register dissatisfaction
        - President Richard Nixon - October 30, 1969
    - The right to consumer education
        - President Gerald Ford - November 19, 1975

9. The Responsibilities of Consumers

    - To register complaints
    - To use products properly and safely
    - To use information effectively
    - To be honest in transactions
        - shoplifting
        - pilferage
    - To honor obligations

10. Consumer Redress

    - Sources of redress
        - Local dealer or manufacturer
        - State or local consumer protection
            - Department of Sales, Weights and Measures
        - Local bureau of consumer fraud
        - Local labor unions
        - Federal consumer agencies
            - Office of Consumer Affairs
            - Federal Trade Commission
            - Food and Drug Administration
            - U. S. Post Office

        - Consumer Product Safety Commission
        - U. S. Department of Agriculture
    - Legal:
        - Private attorney
        - Courts
        - Small claims court
        - Legal aid society
        - Neighborhood legal services
    - Business/trade associations
        - MACAP
        - FICAP
        - Better Business Bureau
    - Community
        - Local consumer organizations
        - Community action programs
        - Newspaper action columnists
        - Television complaint action
- Methods of redress
    - Consumer assertiveness
    - Complaint letters

Suggested Activities

Make a list of long-range goals that seem important at present. Try to identify at least eight goals that could serve as life goals.

Use the STATISTICAL ABSTRACT OF THE UNITED STATES to obtain data showing the salaries that are associated with various types of occupations. This publication also shows income levels associated with various levels of education.

Use the OCCUPATIONAL OUTLOOK HANDBOOK to investigate job opportunities and employment requirements in various occupations. This publication also gives salary ranges for various types of occupations.

Survey the community to determine the jobs that are available, the requirements for entry into each job (including the apprenticeships and training periods), and the salaries that each job pays.

Obtain copies of area wage surveys from the Illinois Department of Labor and Bureau of Employment Security, to find the wage and salaries that are common to the local area.

Obtain copies of a labor union contract that has been negotiated and analyze the benefits other than wages and salaries that are contained in the contract.

Read articles comparing like consumer items. Use Consumer Reports or Consumer's Research as sources of product information.

Read articles on consumer concerns in Changing Times, Current Consumer, Caveat Emptor, Money, daily newspapers.

Prepare a bulletin board display of newspaper and magazine articles which involve consumer agencies working for consumers.

Prepare and discuss a list of business practices prohibited by the Federal Trade Commission.

Invite a speaker from a local or state consumer protection agency to discuss the protective role played by the agency.

Invite a local businessperson to discuss consumer responsibilities.

List common consumer problem areas which are examples of consumer rights, i.e., allergy causing ingredients, the right to be informed.

Identify the legislative bodies at the various levels of government which may pass new laws or revise existing laws and select newspaper articles discussing the actions of these groups.

Write to the Federal Trade Commission, Washington, D. C., or other federal agencies for a copy of the weekly releases which report the agency's actions against violators. Make an oral report summarizing this material.

Make a bulletin board to depict the consumer bill or rights.

Visit a court in the community to witness trial proceedings involving civil cases between parties to a contract.

Analyze radio, T.V., newspaper, and magazine advertisements for the amount of factual information versus appeals to emotion.

Bring to class actual samples of deceptive or misleading mail order sales or other frauds.

Analyze and discuss case studies of consumer frauds and deceptions.

Identify and analyze examples of consumer decisions that have impact or consequences on the economy, ecology, family, and individual.

Describe the course of action the consumer would initiate to obtain redress when treated unfairly in a business transaction.

Invite a person from the complaint department of a local store to discuss proper complaint procedures.

Compose a letter of complaint for a fictitious or real product.

Provide comparisons of product experiences.

Research and report on a consumer issue or problem.

Assume that advertising was removed from the marketplace. What would be the effects upon (a) the consumer, (b) the economic system, (c) the media, and (d) business and industry?

Instructional Materials

Lee, Steward, and Gordon, Leland. Economics for Consumers, 7th ed. D. Van Nostrand Co.

A valuable college text for the teacher's reference.

Maynes, E. Scott. Decision Making for Consumer's: An Introduction to Consumer Economics. Macmilian Publishing Co., Inc., New York, New York.

A college text with particular emphasis on factors affecting consumer decisions.

Rosenbloom, Joseph. Consumer Complaint Guide. Macmillan Publishing Co., Inc.

A directory of addresses of government consumer agencies, trade associations, and names and addresses of manufacturers, products, and services.

Arbitration of Consumer Complaints: A Casebook. National Consumer's League, Washington, D. C.

Twenty-five cases provide valuable examples of consumer problems and arbitration.

Hays, Gorey. Nader and the Power of Every Man. Grosset and Dunlop, Inc., New York, New York.

An unbiased Nader book, with emphasis on organizations that Nader founded and sponsored.

Let's Go Shopping, filmstrip. Changing Times Education Service, Washington, D. C.

Case studies are provided on comparison shopping, hunting bargains, buying at the supermarket, evaluating store services, and settling grievances.

Justice in the Marketplace, filmstrip. Changing Time Education Service, Washington, D. C.

Five cases cover the problems of consumer redress directly from the supplier, third-party pressure or arbitration, government consumer protection, small claims court, and legal assistance.

Meet Margie, 16mm film, color, sound, 10 minutes. Film Fair Communications, Studio City, California.

The film de-emphasizes the importance of money in finding enjoyment in life. A useful film to explore values and life style alternatives.

Harry J. Woods Is At the Door, 16mm film, color, sound, 13 minutes.

A film on the frauds of selling home siding, magazines, and a sewing machine.

Current Consumer, The Continuing Guide to Consumer Education. Curriculum Innovations, Inc., Highwood, Illinois. Monthly student magazine.

The first high school consumer education magazine with articles of interest to teenagers. Appropriate reading level. Teacher's edition is available for each issue.

Illinois Wage Survey. Illinois Department of Labor Bureau of Employment Security, Research and Analysis, 910 S. Michigan, Chicago, Illinois 60605.

Consumer Price Index. Bureau of Labor Statistics, 9th floor, Federal Office Building, 230 S. Dearborn Street, Chicago, Illinois 60604.

MONEY MANAGEMENT

Money management needs to be taught as a competency, not as a mechanical exercise. Guidance is needed in developing ability to manage resources to achieve the life style that reflects the individual's and family's income goals and needs. The major objective for teaching money management is to maximize satisfaction through the development of understandings, knowledge, skills, and attitudes in relation to resources. Individuals and families need to learn to make rational rather than emotional decisions in determining how income and resources will be used in attaining both immediate and long-range goals. One aid in helping to attain these goals is the budget. It should be pointed out that there is no "model" budget which is good for all but a budget is a means of guiding personal and financial behavior. Budgeting is an ongoing activity and as budget considerations change the budget must be flexible enough to undergo evaluation and revision.

OBJECTIVES

To help students:

- become prudent managers of economic resources
- learn that a budget is a plan for spending income
- demonstrate how values, goals, and needs influence the use of personal and family income
- identify and set priorities for personal and family needs, wants, and goals
- recognize the different kinds of resources used by individuals and families
- use the principles of money management in financial planning
- formulate an individual or family record-keeping system
- understand that at different periods in life, the individual and family financial plans change

- become familiar with the function and uses of a budget
- recognize that income must be allocated

Outline of Content

1. Principles of money management
    - Definition
        - Budgeting and its role in a personal or family financial plan for using income
    - Benefits of money management
        - Provides a better understanding of financial status
        - Encourages rational use of income
        - Requires examination of goals, values, needs, and wants
        - Helps one get maximum value for expenditures
        - Develops awareness of alternatives
        - Helps one live within income

2. Factors affecting and influencing use of income by the individual or family
    - Values and goals
        - Definition and identification
        - How values affect financial decisions
        - Establishing a personal financial plan through goal selection
    - Needs
        - Definition and identification
        - Law of scarcity and principle of alternative choices
    - Life cycle variation
        - Single
        - Newly married
        - Young family (small children)
        - Growing family (dependent children)
        - Mature family (no dependents)
        - Retirement
    - Resources
        - Education
        - Skills
        - Time
        - Income
        - Unions
        - Others
    - Buymanship

3. Planning a budget

- Determine time period to be covered
    - Weekly, monthly, yearly
    - Generally for pay period
- Establish goals
    - Short-range
    - Intermediate
    - Long-range
- Estimate income (resources)
    - Salary or wages
    - Interest and dividends
    - Gifts
    - Other
- Planning the use of income (expenditures)
    - Fixed, committed expenses
    - Variable living expenses
    - Savings

4. Preparation and evaluation of the budget

- Total family involvement should be the basis of planning
- Be realistic in allocating expenses
- Keep written records of income and expenditures
- Keep money management simple and maintain flexibility
- Agreement of family members in budgeting methods used
- Excesses or shortages require reallocation or shifting of funds
- Factors signaling need for revision
    - Continuous discrepancies in budget
    - Change in income
    - Change in needs, goals, or life styles
    - Change in life cycle
    - Change in economic environment (inflation, etc.)

5. Individual or family net worth balance sheet

- Assets
    - Cash
    - Personal property
    - Real estate
    - Life insurance (cash value)
    - Securities
    - Other
- Liabilities
    - Bills payable
    - Unpaid mortgage
    - Notes and loan payable
    - Other debts
- Net worth - assets minus liabilities

6. Financial counseling - printed budgets, advice

Bank, Savings & Loan, Credit Union
Family financial and credit counseling
Family service agencies
Bankruptcy and Chapter 13

Suggested Activities

Explain how five items you have purchased recently relate to your values and goals.

Make a list of your short- and long-term goals. Place a dollar value on these goals and estimate how much and how long you would need to save for these goals.

List your skills and abilities that are resources which can help you meet your goals.

List your financial resources.

Keep a list of everything you spend for one month and compare this with your estimate of your month's expenses and revise after one month.

Prepare a budget for your wedding.

To simulate budgeting, plan one or two evenings after school hour-by-hour and keep track of how you actually spend your time by 15-minute intervals. Revise and plan again.

Interview a banker as to how financial bankruptcies develop.

Collect different budget forms from banks, extension service, credit bureaus, and prepare a budget for yourself.

Prepare a budget for a college freshman including tuition, room, board, fees, etc.

Compare two career or vocational choices for training requirements, income level, work locality, and special ability requirements.

Make a dollar estimate of what you think is the value of your personal ownership by preparing a personal statement of assets and liabilities.

List all of the goods and services you buy. Determine which of these items are necessities. List priorities for the remaining items and decide which could be eliminated or decreased.

Instructional Materials

Money Management, A Resource Kit. Changing Times Education Service, 1729 H Street, N.W., Washington, D.C. 20006.

Contains units of five different topics: earning, spending, borrowing, saving and budgeting. Has accompanying teacher's guide.

Your Guide for Teaching Money Management. Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601.

Booklet discussing values and goals, money management, and other consumer education topics.

A Date With Your Future and How Budgets Work and What They Do. Institute of Life Insurance, 277 Park Avenue, New York, New York 10017.

A simplified and interesting presentation of family money management in booklet form.

Helping Families Manage Their Finances. USDA. Write to Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

A guide for extension workers and teachers in helping families use their incomes wisely. Describes the steps families may follow and some of the things they may consider in planning their spending.

Money Talk for Teens. Cooperative Extension, College of Agriculture, University of Illinois, Urbana, Illinois 61801. Circular 989.

A concise booklet covering money management for teenagers with special emphasis on goals and decision-making process.

Personal Money Management. New York Stock Exchange, Inc., School and College Relations, 11 Wall Street, New York, New York 10005.

A set of motivational and informative guidelines for teaching money management, including listings of activities and resources.

Planning Your Financial Future. Money Management Library, U. S. News & World Report Books, 2300 N. Street, N.W., Washington, D. C. 20037.

A series of books all dealing with money management. This book covers the important areas of personal and family finance.

CUNA Money Management Kit. CUNA International, Inc., Public Relations Department, Box 431, Madison, Wisconsin 53701.

This kit contains excellent materials for discussion of all phases of money management. Included is a game for 1 - 6 players.

CONSUMER CREDIT

According to recent estimates of the Council of Better Business Bureaus, there are more than 500 million credit cards in consumer wallets. This "plastic money" represents, in part, oil company accounts, bank credit accounts, travel and entertainment accounts, and retail revolving charge accounts.

Consumer credit is more than a powerful force in our economy. In the past few decades, it has become a way of life for most of us. When handled effectively, consumer credit can help us achieve many of our most important goals. When misused, it can create serious financial problems for individuals and families alike.

The decision to use consumer credit depends on needs, resources, and available alternative choices. To shop for credit intelligently, students need to understand the various credit sources, the plans they offer, the services they provide, the requirements of each plan, and the laws that govern credit transactions.

OBJECTIVES

To help students:

- understand consumer credit and its relationship to the economy
- become acquainted with the types and sources of consumer credit
- know the requirements for establishing and maintaining a good credit rating
- recognize and evaluate the provisions of consumer credit agreements
- learn the cost of credit and its legal obligations to credit users
- develop the ability to use credit intelligently
- know where to seek assistance if financial difficulties occur

* become familiar with the laws that govern consumer credit

Outline of Content

1. Credit in the Economy

   - What credit is
   - Amount of credit in use
   - Growing dependence on credit
   - Growing availability of credit
   - Effect of credit on our standard of living
   - Role of credit in mass production, distribution, and consumption
   - Why sellers grant credit

2. Types of Consumer Credit

   - Consumer credit is classified as
     - Cash credit -- available to consumers in the form of cash
       - Offered by lending agencies and financial institutions
         - personal installment loans
         - single payment loans
         - check credit plans
         - passbook and credit card loans
     - Sales credit -- offered when the consumer purchases goods and services
       - Noninstallment
         - health care services
         - utility charges
         - some travel and entertainment services
         - regular -- 30-, 60- or 90-day -- charge accounts (no finance charge)
       - Installment
         - Revolving and optional charge accounts
           - credit limit established when account is opened
           - one credit agreement covers all future purchases
           - credit cards provide instant identification
           - may pay in full (no finance charge) or elect to pay only part of balance (finance charges added)
           - monthly payments may vary depending on balance at end of billing period

- percentage rate of finance charges established by state law
- Retail installment credit accounts
  - usually used for major purchases
  - may require a down payment depending on terms, repayment period may be for months or years in length
  - monthly payments usually remain the same over life of loan
  - seller owns goods until account is paid in full
  - usually requires a separate contract for each new purchase
  - finance charges are added to the cash price
  - debt may be owed to a third party

3. Sources of Consumer Credit

- Cash credit
  - Banks
  - Savings and loan associations
  - Small loan companies (finance companies)
  - Credit unions
  - Insurance companies
  - Credit card companies
  - Pawnbrokers
  - Illegal lenders (loan sharks)
- Retail credit
  - Retail merchants
  - Catalog order houses
  - Third party lenders

4. Applying for Credit

- Credit ratings are based on
  - Character -- a responsible person with a record of meeting financial obligations promptly
  - Capital -- savings or the prospect of financial resources based on education or a trade
  - Capacity -- debts incurred by the use of credit will not present undue hardship for the user
- Credit scoring systems
- Role of credit reporting agencies

    - Checking individual credit ratings
        - Fair Credit Reporting Act

5. Credit Agreements and Contracts

- Types of credit agreements
    - Retail installment contracts and security agreements
    - Promissory notes
    - Chattel mortgages
    - Collateral notes
    - Cosigner or comaker
- Other provisions
    - Acceleration clause
    - Add on clause
    - Balloon payment
    - Default charges
    - Credit life insurance
    - Prepayment privilege
        - Rule of 78
- Information appearing on credit agreements and contracts
- Responsibilities of credit users
- Responsibilities of credit grantors

6. Advantages and Disadvantages of Credit

- Advantages
    - Allows use of goods and services while paying for them
    - One way to handle financial emergencies
    - Convenient to use
    - Sales receipts and billing statements promote more efficient record keeping and budgeting
    - May be easier to resolve complaints and make returns
    - Credit rating is proof of financial responsibility
- Disadvantages
    - Credit costs money
    - Use of credit ties up future income
    - Easy to overspend
    - Promotes impulse spending and may weaken sales resistance
    - Credit problems may result in the repossession of merchandise
    - May be limited as to where you can shop
    - Poor credit rating may cause lender to deny credit in an emergency

7. Credit Costs Money

    - Costs of obtaining and using credit cards
    - Methods of computing consumer credit charges
        - Add-on charge
        - Discount charge
        - Declining balance
    - Billing procedures
        - Fair Credit Billing Act
    - Finance charges vary according to
        - Type of credit used
        - Amount and length of repayment schedule
        - State laws
    - Finance charges help the credit grantor
        - Pay for borrowed capital while income from credit sales is outstanding
        - Pay for extra employees, facilities, and supplies necessary to:
            - open accounts
            - collect debts
            - cover bad debts

8. Using Consumer Credit Wisely

    - Use only as much as you can repay comfortably
    - Weigh the convenience against the cost
    - Select for its intended purpose
    - Shop carefully for the best credit terms
    - Look for Truth in Lending information
    - Understand all credit instruments before signing
    - Pay obligations according to terms of the agreement
    - Keep repayment schedules as short as possible
    - Plan credit use in terms of present and future financial picture
    - Keep a record of purchases and compare with statements
    - Report credit card losses and billing errors immediately

9. Wage assignments, garnishments, and deductions

10. Sources of help from financial difficulties

    - Contacting creditors
    - Credit counseling services
    - Family service agencies
    - Debt consolidation loans
    - Illinois Department of Labor-Wage Claims Division
    - Wage earner plans (Chapter 13)
    - Bankruptcy

11. Consumer Credit Laws and Issues

Illinois Small Loan Law
Illinois Consumer Fraud Act 1961, Amendments 1967
Illinois Retail Installment Sales Act 1967
Federal Consumer Credit Protection Act (Truth in Lending) 1969
Federal Fair Credit Reporting Act 1971
Federal Fair Credit Billing Act 1975
Federal Equal Credit Opportunity Act 1975, Amendments 1977
F.T.C. Holder in Due Course Ruling
Electronic Funds Transfer Systems (EFTS)
Discounts for use of cash

Suggested Activities

Survey local stores in the community to determine implications of "charge it." What is the extra cost if bills are not paid promptly? What are the costs and obligations of revolving charge accounts and installment plans?

Develop a case study that involves borrowing money for a purchase. Ask four students to take this problem to four different lending agencies such as a commercial bank, a consumer finance company, credit union, and life insurance company. Compare the percentage rates or finance charges. Investigate reasons for differing costs. Discuss the advantages and disadvantages of borrowing from each agency.

Obtain and fill out sample application forms for credit. Follow up with a discussion of: questions on the form; establishing a sound credit rating; and the value of a sound credit rating.

Obtain and study several sample credit contracts and monthly statements. Follow up with a discussion of: words and terms used in the contracts and statements; legal rights and obligations of creditors and debtors; consequences of failing to meet obligations; and disclosure requirements of the Truth in Lending Act.

Examine differences between several local creditors and draw up a list of things to look for when shopping for credit.

Divide the class into groups of students to research a $300 stereo system in different stores and report back to the class on the different finance charges, 12, 18 and 24-month contracts. Discuss other factors that might influence consumer choice: reputation of the store; provision for service; guarantees.

Discuss and make up a list of places to call to report dishonest credit practices, to get advice and help with credit problems, and to check out a creditor's reputation before signing a contract.

Ask a representative from a labor union to discuss the assistance that can be obtained when members are in financial difficulties, including instances when inappropriate or illegal deductions have been made.

Discuss local, state, and federal government laws and regulations which protect consumers in their use of credit: what are the provisions of the laws; how do they protect consumers; how are they enforced; and how do you report violations?

Develop a case study in which a debtor remains liable for payment of a credit contract even though the goods and services have not been delivered or are not satisfactory. Discuss the reasons for this situation and the legal remedies that can be considered.

Invite credit representatives of credit granting agencies (bankers, managers of credit departments in retail stores, managers of consumer finance companies, credit union officers, managers of credit bureaus) to talk to the class, or interview them in their offices and tape the conversation to play back and discuss in class.

Instructional Materials

Accepting Credit Responsibility. Continental Illinois National Bank and Trust Company of Chicago, Education Services Division, 231 South LaSalle Street, Chicago, Illinois 60693.

A publication to be used to reinforce relationships and concepts regarding credit. Materials include a teacher's guide and student problem books.

All Charged Up: A Look at Credit. Consumer Survival Kit, Maryland Center for Public Broadcasting, Owings Mills, Maryland 21117.

Fifteen page booklet consisting of materials used to prepare the television show of the same title. Includes a bibliography for credit.

Credit Cards: Learning Activity Package. United Graphics, Inc., Unigraph Products Division, 1428 Harvard Avenue, Seattle, Washington 98124.

A learning package and teacher's guide on credit cards -- what they are -- how to get them and use them.

Credit Matters. Weights and Measures, Department of Consumer Sales, Chicago City Hall, 121 N. LaSalle Street, Chicago, Illinois 60602.

Explains simply and pictorially credit, discusses its uses and costs of different kinds, and explains credit laws and contracts.

Equal Credit Opportunity - Regulation B (12 CFR) March 23, 1977, Division of Administrative Services of Federal System, Board of Governors, Washington, D.C. 20551. (Also available at Federal Reserve Banks.)

Gives rules and regulations governing open- and closed-end credit transactions under this act.

The Fair Credit Billing Act. The Federal Trade Commission, Chicago Regional Office, 55 East Monroe, Suite 1437, Chicago, Illinois 60603.

Explains requirements of creditors to insure fair and prompt handling of open-end credit accounts of consumers.

Give Yourself Credit (Guide to Consumer Credit Laws). Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

Provides a comprehensive explanation of credit language and consumer problems as well as an explanation of the consumer's rights under current credit legislation.

How to Choose and Use Retail Credit. Sears, Roebuck and Co., Hidden Values Series - HV-302 Consumer Information Services, Department 703, Sears, Roebuck and Co., Sears Tower, Chicago, Illinois 60684.

Covers various types of credit plans with sample application form, contract agreement, and billing statement.

How to Use Consumer Credit Wisely. International Consumer Credit Association. 375 Jackson Avenue, St. Louis, Missouri 63130.

Explains the function of consumer credit and how to fit it into a sound money-management pattern.

It's Your Credit, Manage It Wisely. Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601.

Forty-page booklet describing in detail all areas of consumer credit. Recommended for student use.

Money Management Resource Kit. Changing Times Education Service, 1729 H Street, N.W., Washington, D.C. 20036.

Borrowing section has a variety of teaching aids for the inexperienced consumer education teacher.

Programmed Learning Instruction in Using Consumer Credit Wisely. Delta Pi Epsilon, National Office, Gustavus Adolphus College, St. Peter, Minnesota 56082.

One of a series of booklets in programmed learning instruction.

Using Credit Wisely. Credit Union National Association, Inc., Box 431, Madison, Wisconsin 53701.

Explains use of credit, truth in lending, student activities, and consumer credit glossary.

What is a Credit Bureau? Associated Credit Bureau, 6767 S.W. Freeway, Houston, Texas 77074. Chicago Office: 425 Michigan Avenue, 60611.

Explains the role of a credit bureau.

What Truth In Lending Means To You. Federal Reserve System, Office of Public Information, Washington, D.C. 20551.

Explains truth in lending legislation.

Women: To Your Credit. Commercial Credit Corporation, 300 St. Paul Street, Baltimore, Maryland 21202.

Tells how to establish a credit rating, credit worthiness, equal credit opportunities, special considerations of women borrowers.

Your Protection Against Fraudulent Sales, Advertising, Loans. Office of the Attorney General, Consumer Fraud Division, 160 N. LaSalle Street, Chicago, Illinois 60601. (Also Supreme Court Building, Springfield, Illinois.)

A six-page leaflet listing common frauds and how to avoid them.

Your Right to Credit, Equal Credit Opportunity Act. Consumer Information Center, Pueblo, California 81009.

Explains the Equal Credit Opportunity Act.

Consumer Skills: Buying on Credit. Coronet, 65 East South Water Street, Chicago, Illinois 60601. 16mm film, sound, color.

Excellent overview of principles of using credit.

Wage Assignment Act and Wage Deduction for the Benefit of Creditors. Illinois Department of Labor, Room 1823, 910 S. Michigan Avenue, Chicago, Illinois 60605.

40

GOODS AND SERVICES

HUMAN SERVICES

More than 30 percent of take-home pay is spent on services, such as entertainment, recreation, and medical care. If we count government spending, more than half the gross national product is spent on services. For these reasons, it is important that students learn what services are and how buying them differs from buying products. For example, until recently price and quality comparisons were difficult and sometimes impossible to obtain (e.g. doctors, lawyers, funerals); and guides to performance were given little attention.

Effective consumer education also requires that a distinction be made between the purchase of services in the private, profit seeking sector of the economy and the public sector. Because of the role of governments, many of these services are unique in that there is often no direct relationship between the taxes paid and the services provided.

OBJECTIVES

To help students:

- recognize the importance of human services in the consumer's life
- distinguish between the purchase and use of services in contrast to products
- understand the differences between the purchase and use of services in the public and private sectors
- become aware of the wide variety of public services available to consumers
- use public services in a responsible fashion
- recognize that everyone has a responsibility to demand that services be of high quality
- intelligently participate in activities designed to control and improve public and private services
- realize that government services are not free but increase both taxes and regulations.

Outline of Content

1. Defining services
    - Uses labor and capital, produces no tangible product
        - e.g., haircut, bus ride, live music
    - The importance of services
        - Most rapidly growing source of jobs
        - Over 40% of take-home pay spent
        - Over half of gross national product

2. Differences between services and products
    - Assumed good for people
        - Some required -- education, vaccination, sewage
        - Some optional -- doctor, lawyer
    - Restrictions on information about price and quality
        - No advertising (doctors, lawyers, funerals)
        - Price comparisons difficult or impossible
        - Performance information -- difficult to get or hidden or complex
    - Payment (e.g. hospital) procedures different
    - Restrictions on ability to bargain
        - Price bargains not possible (telephone, gas, electric)
        - Impossible not to buy (education, gas, roads)
    - Redress difficult -- lengthy legal procedures

3. Services in the private sector
    - Personal care and grooming
    - Legal services
    - Food preparation
    - Household services
    - Sporting events
    - Musical concerts
    - Services discussed in other sections
        - Medical care, drugs, cosmetics
        - Banking, saving, and investing
        - Insurance
        - Automobile maintenance
        - Recreation
        - Clothing
        - Housing
        - Furnishings and equipment

4. Services in the public sector
    - Available without (or with only a small) direct payment

  - Schools
  - Legal aid, courts, jails
  - Aid to dependent children
  - Mental health care
  - Playgrounds, beaches, golf courses, ice rinks, parks, football and baseball fields
  - Museums
  - Libraries
  - Roads, airports, water routes, harbors
  - Hospitals and clinics
  - Camp grounds, fishing, hunting facilities
  - Water and sewer systems
  - Police and fire protection
  - Defense
  - Zoos
  - Employment agencies
  - Information
  - Consumer protection
  - Grants and subsidies of many kinds
  - Protection against competition (e.g. imports)
  - Labor law enforcement
- Subsidized services -- direct payments do not cover full costs
  - How and when they are used and paid for
    - Social Security
    - Colleges
    - Public transportation
      - rail, bus, air
    - Public housing
    - Medicare-Medicaid

5. The merging of public and private services

   - Doctors and Medicaid
   - Law - private lawyer in public courts
   - Regulations - services and problems
     - Office and factory health
     - Pollution and health control vs. jobs
     - Environment vs. energy
   - The utilities -- telephone, gas, electric
     - Regulated
     - Must provide service to all
     - Consumer has few choices

6. How to buy and use services

   - Comparative shop where possible
   - Talk to users of services
   - Find and use information
     - Medical, legal, funeral directors associations

- Check complaints
  - Better Business Bureau
  - Professional associations
- Problems in obtaining satisfactory services
  - Poor training of personnel
  - Mistakes and carelessness
  - Discourteous treatment of customers or citizens
- What can be done
  - Know your rights -- check laws, regulations
  - Stop doing business
  - Complain -- write agency, commission, association
  - Write to newspaper
  - Pressure the politicians

7. Do we need more or better services?

- Trade-offs: More taxes and regulations vs. more services
- Crime and juvenile delinquency prevention
- Reduce unemployment
- Improve education and opportunities
- Increase housing availability
- Increase and improve transportation
- Reduction of pollution
- Increase equality -- race, sex, age
- Improve the environment
- Reduce economic inequality

8. The responsible use of public services

- Vandalism
  - Dollar costs
  - Environment
- Crime
  - Dollar costs
  - Effects on life in society
- Waste -- Higher taxes, less for all
- Behavior -- If everyone acted badly (or well), what would happen

Suggested Activities

Invite a representative of the following organizations to discuss (A) what services they offer; (B) how their services are paid for; (C) the proper way to use the services.

- The park district
- The sewer or water district
- The public transportation system

The Legal Aid Association
Others -- according to the interests of the class as developed in the telephone book project

Look up the government office listings in the telephone book. Assign each student one local government agency to call and ask about the services it performs. Have the student report orally or in writing to either the class or the teacher. The same can be done for the state, the county, the township, or the city.

Have a student describe an incident or situation where someone was mistreated in getting or attempting to get a service. Use the discussion to illustrate how people providing services should be responsible and caring. Make sure the students understand how they should act when they provide services.

Discuss the proper use and misuse of public facilities -- e.g. broken glass on a beach, park litter, music or smoking in a library or on a bus.

Discuss the role of public servants, e.g., police, welfare or tax officials, government employment services, social security, or post office employees. This discussion should raise questions about how people paid by taxes should treat other citizens, and what can be done to improve the services offered.

Divide the students into groups of three or four. Assign each group one of the units previously studied, e.g. health services, drugs, and cosmetics. Ask each group to make a list of all the services provided in that unit. Make sure only services, not products, are listed.

Have each student take one of the public services available and do a project (large or small) that might include:

A visit to the agency
A report on how the agency is financed
A report on what the people in the agency think they need
A survey to determine if more or less services are needed
A discussion of the quality of service the agency provides
A discussion of any waste of money in the agency
A cost-benefit analysis (for advanced students)

Assign students who like to take pictures to compose a photo essay of the work of a service agency.

Assign students to use a tape recorder to interview people in the waiting room of a service agency. Play portions of the tape in class. Discuss the results of the interviews.

Use college application forms as a basis for discussing the reasons for choice of a college, the costs of attending college, and how these costs will be paid.

Set up role playing using four groups of students to debate issues about government services from the points of view of (1) the average taxpayer who sees little personal benefit from the service, (2) the people who use the service, (3) the government employees who administer the service, and (4) the politician who votes on the service.

Have the students write an essay on one of the following subjects: "A County (or City or Country) Without Taxes," or "The Day Freedom Came - ALL the Laws and Regulations About Driving Ended."

Instructional Materials

Most large public agencies, local, state, and national, have free or inexpensive instructional materials. These agencies also will provide speakers upon request.

Sources of information for this unit would include Consumer Information Center, Public Affairs Committee, Public Citizen Publications, Brookings Institute and Joint Council on Economic Education. See Resources Section.

Worker Rights Handbook. Illinois Department of Labor, Room 1823, 910 S. Michigan Avenue, Chicago, Illinois 60605.

HOUSING

Effective use of the consumer's housing dollar to achieve the greatest satisfaction involves more than just securing a place to live. Today's consumer must be aware of housing needs, legal responsibilities, financial obligations, insurance options, and community influences. Consumers must develop skills necessary to understand the housing marketplace, its fluctuations, demands, and alternatives if they are to utilize the housing dollar to the best advantage.

OBJECTIVES

To help students:

- understand individual needs and preferences in housing
- recognize the alternatives available regarding housing choices
- understand the legal obligations and responsibilities in relation to housing
- recognize the factors which influence choices in housing
- understand the factors which influence cost of housing
- evaluate methods and sources of financing
- create an awareness of contemporary social and economic problems as they affect the housing marketplace

Outline of Content

1. Needs and preference in housing
    - Life styles
        - Age and number of members
        - Mobility
    - Employment
    - Psychological and physical considerations
        - Appearance
        - Safety
        - Accessibility and convenience

        - Noise and other pollution factors
        - Local zoning restrictions
        - Local convenants
        - Quality of construction
        - Cost of maintenance
    - Community facilities and services
        - Libraries
        - Schools
        - Play areas
        - Shopping centers
        - Fire and police protection
        - Public transportation
        - Availability of the water source and public utilities

2. Factors which affect housing choices

    - Family size and life style
    - Family concensus
    - Supply and demand
    - Family resources
    - Maintenance and improvement responsibilities
    - Future city planning
    - Alternative choices
    - Redevelopment projects
    - Energy requirements

3. Alternative choices in housing

    - Single dwelling
    - Multiple dwelling
        - Apartments
        - Co-operatives
        - Row or Town Houses
        - Condominium
    - Mobile Homes
    - Public Housing
    - Retirement Communities

4. Locating housing

    - Classified ads
    - Private sources
    - Public agencies
    - Private brokers or realtors

5. Factors influencing cost of housing

    - Costs of owning
        - Initial costs
            - Down payment
            - Closing costs

  - Continuing costs
    - Taxes
    - Insurance
    - Operating costs, maintenance, and repairs
  - Other costs
    - Special assessments
    - Uninsured losses
- Costs of renting
  - Initial deposit
  - Monthly outlay
  - Operating costs
  - Insurance
- Other factors in housing costs
  - Heating and air conditioning
  - Construction
    - Architects
    - Plans
    - Contractors
    - Prefabricated homes
    - Modules
  - Zoning
  - Transportation
  - Urban, suburban, rural
  - Public services and facilities
  - Influence of trade unions
  - Relocation or moving
    - Choosing a company
    - Estimating expenses
    - Deductible expenses

6. Methods and sources of financing

   - Sources for determining property values
     - Realtors
     - Appraiser
     - Tax assessors
   - Sources of financing
     - Credit unions
     - Savings and loan associations
     - Commercial banks
     - Finance companies
     - Life insurance companies
     - Friends and relatives
     - Government insured loans
       - FHA and VA
       - Land
     - Buying on contract
     - Assuming an existing mortgage
     - Government subsidy programs

7. Understanding the legal aspects of ownership and renting

- Property and liability insurance
- Mortgages
- Promissory notes
- Title insurance
- Second mortgage
- Deeds
- Lease
- Convenants
- Breakage fees
- Subletting

8. Buying Land

    - Selection factors
        - Farm
        - Residential
        - Commercial
        - Recreational
    - Land sales contracts
    - Property reports
    - Interstate land sales
    - Land fraud

9. Contemporary, social, and economic issues in housing

    - State and local legislation
    - Building Codes
    - Zoning
    - Community planning
    - Public housing projects
    - Housing for the elderly
    - Sharing the cost of public housing
    - Substandard housing
    - Redlining
    - Communal housing
    - Discrimination in housing
    - Rising costs
    - Energy conservation
    - Block Busting

Suggested Activities

Invite an officer of a Savings and Loan Company to discuss types of mortgages and loan approvals.

Conduct a field trip to a home to evaluate floor plan, traffic patterns, and structural soundness.

Survey the community for the number of types of housing, location within the community, and approximate cost for renting and buying.

Role play common problems of landlords and renters.

Collect ads to determine current prices of homes in relation to square feet.

Using a floor plan, have students determine the minimum housing needs for families in different stages of the life cycle.

Survey the class to determine (1) the kinds of housing units currently being occupied by students; (2) the length of time they have resided there; (3) the types of housing units the student has occupied; (4) the number of times the student has moved; and (5) the student's personal preference. Chart the information obtained to indicate mobility of the community and as a survey of available housing units.

Interview the city planning commission, building inspectors, local government personnel, and the zoning commission to determine the types of information recorded and used in making long-range decisions.

Research and report on the local building codes and zoning laws. Use the material from this report for a debate on the relative merits of zoning laws and building codes.

Conduct field trips to observe a variety of home construction methods and types of housing units.

Videotape a variety of homes under construction and discuss the videotape in class.

Debate the advantages and disadvantages of renting and buying.

Demonstrate the different home construction methods including the comparison and contrast of initial and continuing costs.

Invite local contractors to discuss their views on construction methods and costs as each affects the total price and the financing of the housing unit.

Invite a real estate agent or a savings and loan officer to discuss the fluctuation of housing costs over the last ten years.

Select several common home repairs to determine the costs when (1) using professionally trained personnel for repairs; (2) do-it-yourself; and (3) employing an unskilled person. When would each course of action be taken?

Compare commercial versus government-insured home financing as to availability, interest rates, building requirements, advantages, and disadvantages.

Investigate the sources of home insurance available to the local consumer. Prepare a chart showing the types of policies available, requirements for the geographical area, and the relative costs.

Invite a local attorney to discuss the legal responsibilities of the homeowner and renter.

Study local building codes and the provisions for their enforcement. Invite contractors, trade unions, and local government officials to discuss the validity of existing statutes.

Conduct a walking field trip through the neighborhood to observe how the local community is observing good ecology principles.

Divide the class into small groups and have each group investigate the initial and continuing costs of different housing units.

Invite the industrial education teacher to show the class the various steps in building a housing unit.

Present a symposium on home financing with each student on the symposium representing the views and policies of a source of home financing available within the community.

Arrange a panel discussion of two young couples who have recently moved into the community, asking them to relate their experiences concerning how they moved and the problems encountered.

Interview citizens of the community to identify housing problems. Invite local government representatives to discuss these problems.

Instructional Materials

Home Buying Guide, Teacher Reference. Popular Library, New York, P. O. Box 27567, Richmond, Virginia 23261.

A practical book that answers questions that arise from real estate broker to closing the deal. A glossary of real estate terms is included.

Real Estate and Your Life. Published by the Illinois Association of Realtors, 3180 Adloff Lane, Springfield, Illinois 62703.

A resource for consumer education that includes information on buying real estate, a glossary, and related tests.

"Home Buyers Check List." Local Savings and Loan Associations, 221 North LaSalle Street, Chicago, Illinois 60601.

This pamphlet provides the home buyer with an easy-to-use check list when considering the purchase of a home.

"Housing: A Major Family Expense." Education Department, CUNA, Box 431, Madison, Wisconsin 53701.

A discussion of the steps involved in the selection of a home.

"Home Mortgage Insurance." U. S. Department of Housing and Urban Development, Washington, D. C. 20410

A concise discussion of the use and purchase of home mortgage insurance.

"HUD-FHA Assisted Programs for Houses Built for Sale to Lower Income Families." U. S. Department of Housing and Urban Development, Washington, D.C. 20410.

This is a one-page leaflet explaining the requirements for Section 235, National Housing Act.

"Your Housing Rights." U. S. Department of Housing and Urban Development, Washington, D.C. 20410.

This pamphlet contains an explanation of the individual's civil rights in the housing marketplace.

"Your Home Buyer's Guide." Illinois State Bar Association, 424 South Second Street, Springfield, Illinois 62701.

A concise discussion of some of the pitfalls to avoid concerning contracts, financing, titles, and closing in making a home purchase.

FOOD

Today's consumers regularly spend a substantial portion of their income on food purchases. The wise use of the dollar is dependent upon the consumer's ability to evaluate available products and to plan food purchases. The consumer's ability to recognize and control the factors which affect choice making will result in wiser use of the consumer's income and will achieve greater health benefits for the individual and family.

OBJECTIVES

To help students:

* become aware of the factors affecting food purchases and prices

* understand the effects of group action on food purchases

* evaluate the services and merchandising practices of the retail food outlet

* understand and use food packaging, processing, grading, and labels as buying guides

* become aware of sources of consumer information and protection

* utilize available resources and management skills in spending the food dollar to achieve maximum satisfaction

* develop an awareness of the values and benefits in preplanning, purchasing, and preparing food toward balanced, nutritious meals

Outline of Content

1. Factors influencing family spending for food.

    Values, goals, and standards
    Number, age, and sex of family members
    Cultural, social, and ethnic heritage
    Buying habits and eating patterns
    Equipment and storage availability
    Knowledge of food preparation skills

- Available resources
- Family life style
- Employment and recreational needs
- Nutritional requirements
- Food stamps
- Regional geographical environment
- Special diets

2. Effects of group action on food purchases

    - Boycotts
    - Farmers unions
    - Work stoppages and slowdowns

3. Establishing wise buying habits

    - Home prepared foods
    - Prepare shopping lists
    - Utilize informational advertising
    - Use of appropriate package sizes and types
    - Preplanning menus
        - Nutritional requirements
        - Proper food preparation
        - Use of appropriate food forms
            - fresh
            - frozen
            - seasonal
            - convenience
        - Food preservation
    - Unit pricing
    - Universal product code
    - Metric conversion
    - Reading labels
        - Grading
        - Food terminology
    - Chain and national brands
    - Open dating

4. Alternatives to home prepared foods

    - Restaurants
        - Fast food, family style, gourmet
            - Quality of food
            - Cost
            - Nutrition
            - Sanitation requirements
    - Convenience foods

5. Evaluating issues and utilizing changes taking place in the food industry.

    - Convenience, synthetic, and natural foods
        - Cost

        - Nutrition
        - Safety
        - Health requirements
    - Food additives
    - New processing and packaging of foods
    - Mechanical checkout
    - Government action affecting foods
        - GRAS list
        - Research
        - Nutritional labeling

6. Evaluating the retail food outlet

    - Motivational influences on the consumer
        - Advertising for children
        - Supermarket strategy
            - Lighting
            - Music
            - Food placement
    - Social influences on the consumer
        - Imported food items
    - Elements affecting food pricing
    - Sources of food purchases
    - Merchandising practices
    - Auxiliary services

7. Alternatives to retail food outlets

    - Farmers' markets
    - Co-ops
    - Home gardening

8. Informing and protecting the food consumer

    - Publications
    - Government agencies
        - Federal Trade Commission
        - Food and Drug Administration
        - U. S. Department of Agriculture
        - Illinois Department of Agriculture
        - Illinois Department of Public Health
        - County Extension Agent
        - County Welfare Agencies
    - Legislation
        - Wholesome Meat Act
        - Fair Packaging and Labeling Act
        - Food, Drug, and Cosmetic Act
        - Federal Hazardous Substances Act
    - Ecology

Suggested Activities

Draw and compare or analyze a sketch of the layout of a supermarket.

Survey the typical diets of the class by having each student keep a record of all the food consumed for a period of time. From this information, compile a typical teen diet. Discuss the influences on teenage eating habits.

Using the typical diet, determine if the young consumer is observing good nutritional habits. Discuss how the human body might be affected if these diets are continued over a period of years.

Plan a menu for one week to determine (1) the cost if each meal was eaten in a restaurant, (2) the cost if all meals were prepared at home using convenience foods, and (3) the cost if each meal was prepared at home with no convenience foods.

Collect advertisements from various retail food outlets to ascertain (1) the amount of factual information given, (2) the motivational influences used, and (3) the percentage of valid sale items.

Chart the flow of food from the farmer to the consumer. Discuss how the steps and changes that take place in the food affect the final cost to the consumer. Invite an agriculture teacher or county extension agent to tell the farmer's side of food pricing. Invite a supermarket manager to tell the retailer's side of food pricing.

Discuss the effects on food supplies and food prices of such group actions as boycotts, farmers unions, work stoppages, and work slowdowns in food distribution. Debate the merits and the shortcomings of such actions.

Using either a panel or symposium composed of the county extension agent, a consumer, a retail food owner, and a student, discuss how the consumer is being informed and aided in purchasing food products.

Using one food item, prepare a display of all the ways this food might be packaged and sold, e.g. fresh, frozen, canned, dried, etc. Relate preparation and processing methods to the ultimate use of the food item.

Make a collage of labels and conduct a comparison study of the information contained on them. Call attention to the contrast between food product labels for pets and labels on food products for human consumption.

Discuss the relative merits of the food stamp programs versus commodity foods and the requirements for participating in each.

Make a collection of food containers to ascertain how the Fair Packaging and Labeling Act is being implemented.

Arrange a panel discussion of the advantages and disadvantages of organic foods.

Develop a consumer information center containing information collected from various agencies and organizations.

Have the class prepare a newspaper column to keep the students informed about current legislation, consumer problems, and agencies which will aid the consumer.

Prepare exhibits, posters, display cases, skits, and programs to alert the consumer about the importance of observing good ecology principles.

Discuss the pros and cons of unit pricing.

Plan a field trip to a variety of food outlets to investigate the (1) advantages and disadvantages of one-stop shopping and its effect on the food dollar, (2) information on brand and store labels and their use, (3) variety of synthetic and convenience foods currently on the market and their use, and (4) comparative costs of samples in various stores.

Instructional Materials

Be a Better Shopper. Heinz B. Biesdorf, Mary Ellen Burris, and Josephine Swanson. Cooperative Extension Division, Cornell University, Ithaca, New York 14850

Examines supermarket specials, labels and packaging, size and cost relationships, record keeping, a guide to meat buying, and more.

How You Can Cut The Cost of Food. National Canner's Association, 1133-20th Street, NW, Washington, D.C. 20036

This is a brief pamphlet written in easy-to-read language with cartoons illustrating wise hints on food buying habits.

How The FDA Works For You. U. S. Departments of Health, Education, and Welfare, and Food and Drug Administration, Washington, D.C. 20201

A brief pamphlet describing the protection given the consumer by the FDA.

Your Food Dollar. Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601

This pamphlet and its accompanying filmstrip, Spending Your Food Dollar, illustrates ways to use the food dollar to obtain greater satisfaction.

Read the Label, Set a Better Table. Modern Talking Pictures, 1687 Elmhurst Road, Elk Grove Village, Illinois 60007.

Nutritional Quackery. AIMS: Instructional Media Services, Inc., P. O. Box 1010, Hollywood, California 90028. 16mm film, sound, color.

Eat, Drink and Be Wary. Visual Aids Service, University of Illinois, Champaign, Illinois 61820.

TRANSPORTATION

America is a mobile society. Every day, millions of people use the several different modes of transportation. They take busses to school or to their places of work; or they use cars, trains, subways, and other modes of travel. Transportation is used for shopping and recreation. One of the consumer's greatest expenses in both money and time is the purchase and use of transportation.

Costs of transportation have risen, and several different modes have been developed to meet the needs of our society. To make the best choice in the purchase and use of transportation, a consumer must understand how to evaluate the need for transportation, how to select appropriate modes, and how to provide for the finances needed in obtaining transportation. In particular, a consumer needs to understand the problems involved in the selection of an automobile and in its maintenance and operation.

As transportation facilities have grown, many social problems have arisen. Problems of land use, pollution, and congestion must be weighed against the benefits of various transportation systems. Because these are social problems, today's consumers must also develop the knowledge to promote the wise use and extension of all forms of transportation.

OBJECTIVES

To help students:

* identify the alternative means of transportation which are available

* determine the relative advantages and disadvantages of the different transportation modes

* determine need for transportation on the basis of such factors as usage patterns, operation costs, maintenance costs, and storage fees

* develop an understanding of the relative costs of different transportation modes, including taxes and subsidies

- understand how to evaluate different modes of transportation with regard to financing, insurance, safety, convenience, maintenance, and energy use
- be aware of the various social costs of transportation, i.e., pollution, depletion of resources, congestion
- recognize the importance of counting a person's time, safety, and comfort as costs of alternative transportation modes
- recognize that a large portion of income is used for the purchase and use of an automobile
- recognize the care needed in the efficient and economic operation of an automobile
- understand that as much care should be taken in shopping for automobile financing as is taken in the shopping of the car itself

Outline of Content

1. Transportation as a system

    Benefits derived from transportation
        Provides freedom in regard to living, working, shopping
        Increases economic activities
        Provides for efficient distribution of goods and services

2. Interdependence of transportation systems

    Network of highways, streets, alleys, railroads, subways, airlines, competition
    Policies that favor one might hurt others, e.g., free streets, subsidies to public, tolls

3. Individual needs for transportation

    Travel to school, to shopping, to work, for recreation
    Needs related to financial resources
    Physical disabilities
    Time available
    Different types of travel require different types of transportation

4. Major forms of transportation available
    - Rail
    - Bus
    - Car
    - Air
    - Mass rapid transit
    - Cycles
    - Walking

5. Determining the form of transportation which provides the consumer with the maximum satisfaction for the dollar spent
    - Best use of total income
    - Calculation of the cost per mile of various transportation modes
        - Fixed costs - depreciation and lost interest on capital invested
        - Variable costs - gas, oil, battery
        - Fixed costs and variable costs = cost per mile
        - Mileage to be traveled

6. Noneconomic factors in the selection of transportation modes
    - Value of time
    - Style
    - Status
    - Comfort
    - Convenience
    - Reliability
    - Flexibility
    - Service
    - Safety
    - Availability

7. Costs which might be missed when assessing the various transportation modes
    - Car
        - Parking
        - License fees
        - Insurance liability
        - Repair costs
        - New vs. used car
        - Storage
        - Time
    - Rail
        - Cab fare
        - Time
        - Tips
        - Meals

- Air
    - Cab fare
    - Car rental
    - Time
    - Meals
- Bus
    - Time
    - Insurance
    - Meals
- Motorcycle
    - Parking
    - Taxes
    - Insurance liability
    - Repair costs
    - New vs. used
    - Safety equipment
    - License Fees

8. Selection, purchase, and ownership of an automobile

- The selection process
    - Needed for what purposes?
    - Performance standards
    - Testing agencies
    - Pricing and price comparisons
        - Alternative sources
            - auto brokers
            - buying clubs
            - fleet discounts
    - New vs. used
        - Repair costs and parts availability
    - Energy consumption
- The payment source
    - Dealer supplied financing
    - Personal loan financing
    - Bank
    - Credit Union
    - Leasing
- The responsibilities and requirements for ownership
    - Title
    - License
    - Insurance (see section on Insurance)
    - Maintenance
    - Safe use
    - Others
        - odometer protection
        - minimum tread law
        - seat belts/air bags

9. Alternatives to transportation

- Better communications
    - Conference calls
    - Picture-phone

At-home computerized newspapers,
mail, schooling

10. Trade-offs in transportation

Consumer welfare vs:
Land use
Pollution
noise
air
visual
Depletion of natural resources
Congestion

Suggested Activities

Make out a destination for a vacation on 10 or 15 different cards. Divide the class into groups of four or five. Each group draws a card and plans a vacation, including costs of different ways to get there, the least expensive time to travel, and a comparison of cost and benefits.

Check to see if the public transportation system is running on time by getting schedules and assigning students an hour or two of checking. Keep records. Send the records to the transportation system office and request an interview to discuss ways of improving the system.

Get a doctor to talk to the class about safety and the consequences of accidents with motorbikes, bicycles, and automobiles.

Make a survey of the transportation modes in the area and the approximate percentage of the population using each type of transportation.

Develop a form for comparing the total cost of one type of transportation to the total cost of another type of transportation.

Obtain rates for various types of transportation for a trip from one large city to another and select the appropriate means of transportation which would give a family the best use of their dollar.

Prepare a bulletin board depicting the various economic advantages and disadvantages of alternative means of transportation.

Obtain from community financial sources the specific costs of financing varying types of transportation and report the results to the class.

List the advantages and disadvantages of purchasing new or used cars or motorcycles.

Visit a travel agent and discuss the various rates charged for different means of transportation and report back to the class on the costs.

Have an official of the local cab company talk to the class about the operation of the cab company and how they figure the cost of operating cabs.

Interview a local service station manager and discuss the costs of maintaining an automobile and the specific care which is needed to get the most out of the money spent for service and repairs.

Divide into groups and discuss situations in which the car, plane, bus, train, or cycle would or would not be the form of transportation which would provide maximum satisfaction for the consumer's transportation dollar.

Ask a local insurance man to discuss the insurance costs for various types of transportation and the protection a consumer should have with each type.

Ask students to pretend they are operating the family car as a taxi for the exclusive use of the family. Determine how much would have to be charged per mile to cover all costs. Be sure to include all costs such as implicit costs (driving time, depreciation, lost interest on capital invested, or interest on installments) and out-of-pocket costs (repairs, insurance, licensing, personal property tax, gas, and oil). How could this method be used on other means of transportation? Of what value is this method in helping make choices as to what to buy? Why do business representatives go through a similar process?

Ask parents, an automobile dealer, or someone who knows a great deal about car costs, to give estimates of the following costs for the average car:

Gas and oil
License plates
Adequate liability insurance including
  medical payments and comprehensive
Insurance coverage for an individual under
  25 years of age
The amount a new car depreciates in
  two years

The amount of depreciation for a used car (two years old when purchased) that is kept for two years
The amount of finance charges on a 6 percent add-on loan for $3,000 to be paid over a 3-year period
The amount of sales taxes on depreciation
The amount of lost interest on capital invested if $3,000 cash is paid for a car

From an automobile repair service or service station, find the cost of replacing the following (including installation) on the average car:

Battery
Shock absorbers (front and rear)
New brakes
Generator
Tune up, including spark plugs, oil change, etc.
Muffler and tailpipe
Tires (set of four)

Instructional Materials

Contact the major oil companies for their free materials.

For a current list of federal government publications related to transportation, write to:

Director, Office of Consumer Affairs
Department of Transportation
400 Seventh Street, S. W.
Washington, D.C. 20590

To obtain current materials about motor vehicles, write to:

National Highway Traffic Safety Administration
Office of Consumer Affairs
400 Seventh Street, S.W.
Washington, D.C. 20590

To obtain current materials about airlines, write to:

Director, Office of Consumer Affairs
Civil Aeronautics Board
1825 Connecticut Avenue, N.W.
Washington, D.C. 20428

Red Book, Official Used Car Market Values. National Market Reports, Inc., 900 South Wabash Avenue, Chicago, Illinois 60605

This publication gives the current market values of the most common used cars. A similar publication is available for new cars.

Edmund Publications Corporation, 295 Northern Boulevard, Great Neck, New York 11021

Edmund Publications Corporation publishes the Edmund's Car Price Guides nine times a year as follows: Used Car editions four times a year in January, April, July, and October; New Car editions three times a year in February, June and November; Foreign Car editions two times a year in April and August. Subscription rates for one year, $15. These publications are available at most newsstands.

Federal Highway Administration, 400 Seventh Street, S.W. Washington, D.C. 20590

This agency issues publications on costs of owning and operating an automobile. The statistics are updated frequently.

Your Automobile Dollar. Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601. 1975

A usable study unit on buying and operating an automobile.

Price Buying Directory, Consumer's Digest, 6316 North Lincoln Avenue, Chicago, Illinois 60645

Car Fax, Fax Publications, Inc., 220 Madison Avenue, New York 10016

Transportation Consumer Education: A Curriculum Guide for Grades K-12 and Adult. Abt Publications, 55 Wheeler Street, Cambridge, Massachusetts 02138

A series of written materials that contains a number of bibliographies, games, and activities.

"So You Want Wheels," Filmstrip. Changing Times Educational Services, 1729 N Street, N.W., Washington, D.C. 20006.

An excellent filmstrip that is geared to adolescents.

CLOTHING

Contemporary society places great emphasis on individual self-expression and the satisfaction of individual needs and wants. "Freedom to choose" and "personal life style" are key phrases in the vocabulary of today's young people. It is of great importance to these young people that they be accepted by their peers and the choice of the right clothing is frequently seen by the young as a major factor in this acceptance. In the marketplace, and especially in the clothing store, this trend is reflected in an accent on style.

Most young people select their own clothes. Students need training in the principles of good purchasing. If the principles of planned buying and decision making are learned during the early years, students will have a solid background to support them in dealing with the multitude of styles, the pressures of family and peer group, and their own changing tastes as they grow toward maturity.

OBJECTIVES

To help students:

* understand the influences on the consumer in the clothing marketplace
* explore resources and possible alternate solutions in meeting family and personal clothing needs
* develop the ability to identify and analyze their personal values and needs in relation to the clothing they wear
* develop the ability to plan, select, and finance a wardrobe that will meet their individual needs
* realize that clothing can be functional and attractive and still be in fashion
* appreciate the importance of proper care and repair of their clothing, both for appearance and to help stretch clothing money
* understand how to judge quality of clothing by paying attention to construction, fabric, finishes, and design

- * evaluate price values at seasonal or specially advertised sales in order to know when price should be a factor in purchasing

- * become familiar with consumer information sources in order to keep informed and develop better purchasing practices

Outline of Content

1. Wardrobe planning

    Inventory
    Individual needs and wants
    Values and goals
    Available income -- how to stretch
    Other resources -- sewing skills, gifts, recylcing clothing

2. Clothing selection

    Principles of design, line, color, texture
    Fashion versus fads
        Accessories
    Fiber, fabric construction, finishes
        Natural
        Synthetic
        Woven
        Thread count
        Knit
        Felting
        Bonding
        Laminating
        Colorfastness
        Special finishes
    Psychological and social values
        Dress of peers
        Social status
        Dressing for job
        Mobility

3. Purchasing Practices

    Factors determining price
        Quality of construction
        Fiber content
        Construction detail
        Quality of fabric and finish
        Seasons -- special holidays, special sale days
        Store differences
            Department
            Specialty

        - Factory outlet
        - Chain, discount shopping center
        - Services offered -- sales help, self-help
        - Parking, returns, etc.
        - Geographic location
        - Supply and demand
- Comparative costs
    - Buying ready-made
    - Making some or all of your own clothing
- Knowledge of sizes
    - Customary sizing
    - Metric sizing
- Method of payment
    - Cash
    - Credit
- Use of buying aids
    - Brand names
    - Trademarks
    - Hangtags
    - Labels
    - Guarantees
    - Advertisements
    - Catalogs
    - Consumer publications

4. Consumer Legislation and Sources of Information

- Wood Products Labeling Act
- Fur Products Labeling Act
- Flammable Fabrics Labeling Act
- Textile Fiber Products Identification Act
- Permanent Care Labeling Act
- The Federal Trade Commission
- The USA Standards Institute (American Standards Association)
- United States Department of Agriculture
- Consumers Union of the United States
- Consumer Product Safety Commission
- National Fabricare Institute

5. Care and Maintenance

- Daily, weekly, and monthly care
- Laundering -- professional and coin
- Dry cleaning -- professional and coin cleaner
- Performance of fibers and finishes with home care
- Seasonal care and storage
- Minor repairs
- Major alterations
- Recycling

Suggested Activities

Discuss ways to judge quality in clothing and have students devise a checklist for judging construction details such as seam allowances, matched patterns, hem depth, etc.

Devise a record-keeping system for hangtags to include clothing care, date and place of purchase, and fiber content.

Study and obtain samples of woven, knitted, and novelty weave fabrics. Make tests of fiber characteristics for burning, snagging, wrinkling, etc.

Compare the cost of making an article of clothing with the cost of buying a ready-to-wear item of comparable fabric and quality.

Discuss how cultural differences, personality, and value differences may influence choices of clothing within a family unit. Decide what basic clothes are essential for everyday living for (1) high school or college student, (2) first year on a job, (3) new baby, (4) businessperson, (5) homemaker, (6) a retired person.

Invite a resource person for a retail store to bring samples of clothing and give a talk on buying clothing for the winter, spring, or fall season; what to look for; how to read tags, tickets, and labels on garments; and factors involved in pricing.

In committees of three, investigate and obtain information on the various types of credit plans available for buying clothes at department, chain, specialty, and catalog order stores. Report and discuss in class. Explain how each of the common forms of credit is used to meet different needs.

Comparison shop a well-known blouse or shirt versus a lesser-known brand name at a medium price level. In committees, visit a department store, specialty shop, chain, discount house, catalog order store. Evaluate results.

Research law requirements on labels for certain textiles. Prepare a list of labeling laws which protect the consumer.

Simulate a department store claim adjustment department. Customers are returning merchandise for three different claims of damage (1) shrinkage, (2) hole in shirt from pressing, and (3) leaking boots. Role play customer's and clerk's attitudes for both right and wrong approaches. Discuss and write correct procedure to follow for making claims for adjustment. List responsibilities of consumer as well as merchant retailer. Collect ads from magazines and newspapers. Make a display showing informative and noninformative ads. Discuss and write what information, in your opinion, should be given in a newspaper ad, TV commercial, or radio advertising.

Take a field trip to a dry cleaning establishment to learn about spot removing, cleaning, and pressing techniques.

Instructional Materials

Selecting Fashions (HV-241) Sears, Roebuck and Co., Consumer Information Services, Department 703, Sears Tower, Chicago, Illinois 60684.

Discusses figure problems of women with emphasis on fit, coordination, and quality. Appropriate for use with mature audiences.

Young Men's Clothing (HV345) Sears, Roebuck and Co., Consumer Information Services, Department 703, Sears Tower, Chicago, Illinois 60684.

A teenager's handbook that shows how clothing communicates. Includes a clothing vocabulary, sections on care, color, purchasing, and fiber information.

Consumer Survival Kit. Clothing: The Naked Truth. Maryland Center for Public Broadcasting, Owings Mills, Maryland 21117.

Selecting Teen Fashions (HV342) Sears, Roebuck and Co., Consumer Information Services, Department 703, Sears Tower, Chicago, Illinois 60684.

A contemporary approach to clothing selection for teenage girls. Includes purchasing information and a wardrobe inventory worksheet.

How To Select Infants' and Children's Clothing (HV321) Sears, Roebuck and Co., Consumer Information Services, Department 703, Sears Tower, Chicago, Illinois 60684.

Clothing requirements for children from birth through age five, based on various stages of growth and development and the activities that accompany each.

Fabrics for Clothing. Eleanor J. Gawne, Charles A. Bennett Co., Inc., Peoria, Illinois 61614.

A small book to help consumers select and care for clothing fabrics wisely.

The Clothing Dollar. Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601.

HEALTH SERVICES, DRUGS, AND COSMETICS

Adequate health is vital to physical, psychological, emotional, and social fitness. Dollars spent to reach the goal of the best possible health are profitable investments not only in ourselves and our families, but also in the overall vitality and strength of our communities and our country. Medical science has made startling advances in controlling disease and promoting good health for everyone. Costs for medical care and the maintenance of good health continue to rise in the United States. These rising expenses make it clear that a financial plan to cover health costs is both helpful and necessary.

Many products and services that involve the health and welfare of individuals are available. The relationship of good health to the use of these products and services should be a concern of all.

Consumers spend a substantial portion of their income on cosmetics and beauty aids. To achieve maximum satisfaction consumers must exercise sound judgment in the purchase of these products.

OBJECTIVES

To help students:

* understand desirable health practices for each stage of life cycle
* identify ways to help build and preserve optimal health
* know where and how to obtain professional health services including treatment
* understand how to select professional health services and facilities
* understand the alternatives available in securing health services
* recognize that a financial plan to cover health costs is both helpful and necessary

* utilize health services and information available at minimal or no cost, such as community health agencies, local or state health departments, welfare departments, and professional organizations and societies

* become aware of and evaluate supplementary health products that are available on the market today

* become aware of fraudulent health practices and products

* recognize the role advertising plays in the health field

* be aware of the factors that influence the buying of cosmetics, over-the-counter drugs, and other health preparations

* recognize that drugs are potent substances that may help or harm the body

Outline of Content

1. Maintaining good health

   - Definition--physical, mental, and social
   - Inherited traits
   - Physical fitness
   - Nutrition
   - Regular medical and dental examinations
   - Satisfying work
   - Rest and relaxation
   - Recreation
   - Mental and emotional stability
   - Social well-being

2. Choosing medical care services

   - Choosing a physician, dentist, optometrist, or other professional personnel
     - Qualifications
     - Location of office
     - Fees, costs, and payment methods
     - Hospital affiliation
   - Selecting hospital services
     - Rooms--private, semi-private, multiple
     - Rates
     - Facilities
     - Out-patient services
   - Using community and tax-supported health services
     - Clinics
     - Community mental health centers and hospitals

    - Local health department
  - Health maintenance organizations
  - National health insurance

3. Sources of information and protection

  - Government agencies
    - Illinois
      - Department of Public Health
      - Department of Children and Family Services
      - Department of Public Aid
      - Department of Mental Health
      - Department of Labor
      - Industrial Commission (Workman's Compensation)
    - Federal Government
      - Food and Drug Administration
      - Federal Trade Commission
      - Occupational Safety and Health Administration
  - Labor unions
  - Other state, federal, and local agencies
  - Professional associations
    - Illinois Medical and Dental Associations
    - Illinois Association of Optometrists
    - Illinois Association of Podiatrists
    - American Medical Association
  - Voluntary health associations and societies
    - Cancer
    - Heart
    - Lung
    - National Foundation
    - Muscular Dystrophy

4. Drugs

  - Prescription and over-the-counter
  - Generic and brand name
  - Use and misuse
  - Safety of drugs
  - Drug records
  - Storage of drugs
  - Influence of advertising
  - Influence of peer pressure and fads

5. Deceptive and fraudulent practices in health and medical care

  - Health aids
  - Unlicensed practitioners
  - Health quackery
  - Deceptive and unethical selling practices
  - Unapproved health aids and devices

6. Health care for the elderly

- Types
  - Nursing homes
  - Shelter care homes
  - Therapy
- Selection
- Cost
- Benefits
- Problems
- Role of student

7. Cosmetics

- Selection
- Cost
- Influence of advertising
- Safety
- Cosmetic surgery
- Influence of peer pressure and fads

8. Problems and issues in health care

- Spiraling cost of health care
- Lack of health services
- Comprehensive health planning
- Overlapping health services
- Malpractice
- Hospital cost control
- Health care delivery system
- Prohibition of advertising for professional health services

Suggested Activities

Study federal, state, city, and county health services available in the community and list services performed, who performs them, and whether they are public or private.

Investigate the procedure in your community for obtaining the emergency services listed below. Secure the proper telephone numbers and check to make sure that these numbers are written down in your home near the telephone.

- physician
- dentist
- a physician if your own doctor is not available
- ambulance service
- hospital emergency room
- poison prevention
- drug overdose

alcohol
emotional disturbance/suicide
V.D.
paramedics
fire department
police department

Make a comparative study of costs of physicians' and/or dentists' fees in your area.

Invite a representative of the Office of the Attorney General to discuss various aspects of consumer fraud and protection in the marketplace, giving current information on court decisions and legislative enactments.

Prepare and administer a survey to determine how students spend their money on drugs and cosmetics. Using this information, construct a graph showing how much is spent on each item individually and/or collectively.

Use brainstorming to determine the factors that influence students to buy cosmetics (magazine, TV, radio, other). Collect and mount on the bulletin board several examples portraying the influences of mass media on buying cosmetics.

Identify the sales appeal of two brands of either a drug or cosmetic product (e.g., hair spray, soap, aspirin, etc.). Compare the appeal used with the effectiveness of the product as determined by independent testing agencies.

Prepare a list of federal, state, and local law enforcement agencies responsible for the safety of drugs and cosmetics, indicating services performed.

Develop criteria for the selection of prescription and over-the-counter drugs.

Discuss some of the health and safety services provided by state and local governments.

Arrange a panel discussion on ways of reducing health costs.

Discuss the danger of self-diagnosis and self-treatment when ill. List and discuss the elements of a good personal health program, including a regular physical examination and dental care.

Discuss the difference between an oculist, optometrist, optician, and a opthamologist.

Determine how drugs are regulated in regard to safety and discuss the resource of consumers in regard to erroneous advertising.

List and discuss guides for buying drugs and cosmetics.

Develop guidelines for purchasing drugs and cosmetics.

Have class prepare and administer a survey on students as consumers of drugs and cosmetics. The survey could include items such as (a) the amount of money spent on drugs, (b) the type of products purchased, (c) brand names of products purchased, and (d) what influences students to buy a particular brand. Using the results of the survey, construct a graph which shows (a) money spent on each category, (b) brands purchased, (c) reasons for purchasing, etc. Discuss results and survey through group activities.

Instructional Materials

Nutrition References and Book Reviews. Chicago Nutrition Association, 8158 South Kedzie, Chicago, Illinois 60652.

List of recommended sources of information in nutrition.

Learning About Your Oral Health. American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611.

A prevention-oriented school program. Kits developed for K-3, 4-6, 7-9, 10-12 levels.

Additional information may be obtained by requesting a listing of free and/or inexpensive materials from the American Heart Association, Food and Nutrition Service, National Drug Council, American Medical Association and the Association for the Advancement of Health Education. See Resource Section.

RECREATION

Consumers have at their discretion large amounts of time that can be consumed in many ways. Using personal time wisely requires knowledge of alternative ways of time utilization; skills in selecting and using recreational activities, facilities, and equipment; and beliefs that recreational activities are a part of one's plan for a better life.

OBJECTIVES

To help students:

* analyze practices and preferences for spending non-working time

* consider the alternative activities that can be performed during recreational time

* understand the recreational markets that are bidding for leisure-time dollars

* consider the cost factors of fun time in relation to the entire financial plan

* determine the opportunity cost of leisure time

* consider the alternatives for spending time, money, and energy; and consider the effect of their decisions on themselves, their families, and their community

Outline of Content

1. Factors affecting choice

    Activity level
        Passive/active
        Physical/sedentary
        Individual/group
    Individual differences
        Time
        Money
        Life style
        Profession
        Skill and physical dexterity
        Goals

- Individual Interests
    - Rest or relaxation
    - Physical activity
    - Physical fitness
    - Escape from routine
    - Improve health
    - Learn rules and gain skill
    - Personal development
    - Entertainment
    - Change or improve attitudes toward work or life
    - Develop new friendships
    - Develop business contacts
- Balanced recreational program
    - Active vs. passive
    - Physical activity
    - Mental
    - Individual activity
    - Group activity
    - Spectator
    - Creative
        - Composing, planning, making, building, fixing, improving

2. Assistance in planning

    - American Express
    - American Automobile Association
    - National gasoline companies
    - Travel agencies
    - State and local recreational agencies
    - State Department of Conservation
    - Local park districts
    - National Park Service
    - Local arts association

3. Financial considerations affecting choices

    - Financial resources
        - Access to recreational areas
        - Planning activities in relationship to budget
        - Installment buying of recreational products and services
        - Credit card vacations and travel
        - Insuring recreational equipment
        - Insuring against personal injury
        - Licenses/special training
    - Criteria to consider in purchasing recreational equipment
        - Rent, lease, or purchase
            - individual
            - shared

    - Storage
    - Short-term interest vs. long-term interest
    - Quality of equipment needed
        - new
        - excellent quality
        - medium quality
        - low quality
        - used
    - Outgrowing the equipment (skates)
    - Trade in value
    - Fad vs. recognized activity
  - Cost/benefit factors in leisure activities
    - Budget expenditure
    - Cost when not in use
    - Club membership fees
    - Sporting events
    - Cost of a home swimming pool, television, tape recorder, record players, bowling, boat, or other equipment

4. Utilization of public facilities.

    - Parks
    - Zoos
    - Playgrounds
    - Museums
    - Theatres
    - Libraries

5. Factors affecting recreational patterns

    - Shortened workweek/increased leisure time
    - Increase in fringe benefits/increased vacations
    - Increased income/increase disposable income
    - Increase in expenditure for recreation and leisure-time activities
    - Shortened workweek could result in a second job
        - Less leisure activity
        - Increased purchase of services for the home
    - Energy considerations
        - Safety factors

6. A source of supplementary income

    - Arts and crafts
    - Services

Suggested Activities

Write an essay: "What I like to do best in my nonworking time. Why?"

Projects and topics for investigation and discussion:

- fly or drive?
- go now, pay later
- car rental
- cost of teenage activities
- winter sports plunge
- camping costs
- money for 3-day weekends
- party prices
- bicycle security

Keep a time log to see how much time is spent on recreation. Examine the log to see if this time can be improved.

Investigate free community recreational leisure-time facilities within a 25 mile radius. Write an article for the school newspaper.

Choose a destination and plan a vacation based on two different income levels.

Invite a travel agent to class to discuss the types of services provided and costs.

Compare prices and discuss the advantages and disadvantages of purchasing a new vs. a used camper or motorcycle.

Have students analyze the cost of major recreational equipment such as travel trailors, motor homes, tents, and camping equipment in terms of

1. initial cost
2. care and maintenance
3. storage
4. operational costs
5. hidden costs

to determine how long and how frequently would each have to be used for these to really represent a savings of the consumer's recreational dollar.

Instructional Materials

Consumer Reports. Consumers Union of the U. S., Inc., Mount Vernon, New York 10550.

Suggestions for purchasing a recreational product or service may be found in almost every issue of this monthly publication. The annual guide, The Buying Guide Issue, has selections entitled, "The Outdoor Recreation and Home Entertainment."

Changing Times. The Kiplinger Service for Families, 1729 H Street, New York, New York.

Each issue of this magazine suggests helps for recreation.

Consumer Education Programmed Learning Instruction in Using Leisure Time, Energy, and Money. Delta Pi Epsilon National Office, Gustavus Adolphus College, St. Peter, Minnesota 56082.

"How Americans Pursue Happiness," U.S. News and World Reports, May 23, 1977, pp. 60-77.

A panoramic view of a dazzling world of
play and corresponding problems.

HOME
FURNISHINGS
AND
EQUIPMENT

According to Department of Commerce figures, consumer expenditures for furniture and appliances accounted for $57.4 billion in a recent single year -- nearly $8 billion more than was spent on motor vehicles and parts.

Because home furnishings and equipment are accumulated over a period of time, it is easy to overlook the impact they can have on personal and family budgets. Sound buying decisions need to be based on learned skills as well as thoughtful planning if students are to evaluate intelligently the alternatives available to them in a rapidly changing society.

OBJECTIVES

To help students:

* develop the ability to make satisfying selections of home furnishings and equipment according to social, psychological, economic, and utility needs of self and family

* understand the importance of budgeting costs and planning for payments

* recognize that planning the purchase of some furnishings and appliances involves additional costs related to financing, delivering, installing, operating, and servicing

* learn to recognize the levels of quality

* understand the terms of warranties and service contracts and the responsibilities of both buyer and seller in relation to those terms

* become aware of the ways that shopping skills can help consumers obtain the most satisfaction for their money

* understand and develop intelligent use of various types of credit plans

- * become knowledgeable about consumer rights and responsibilities in the marketplace

- * locate sources of assistance when fraudulent consumer practices are encountered

- * realize that proper use, care, and maintenance can add to the life of furnishings and equipment

- * assume responsibility for environmental and energy considerations in relation to furnishings and equipment

Outline of Content

1. Home furnishings and equipment in a mobile society
    - Help establish a sense of security and continuity
    - Provide a source of comfort and utility
    - Serve as an outlet for creativity
    - Reflect personal and/or family life style and interests

2. Factors affecting buying decisions
    - Architectural considerations
        - Style of home or apartment
        - Architectural features and their placement
        - Size, number, and arrangement of rooms
        - Division of interior space
        - Type and number of utility connections
    - Features to consider
        - Style preference
        - Form and function
        - Quality and durability
        - Construction and finishes
        - Cost versus convenience
        - Performance features
        - Design, color, and texture
        - Multiple-use furniture and appliances
        - Care and servicing requirements
            - service contracts
            - availability of parts
            - effects of metric conversion
        - Energy savings
        - Safety features
        - Warranties, guarantees, seals
            - A.H.A.M. (M.A.C.A.P.)
            - F.I.C.A.P.
            - A.G.A.
            - Underwriters Laboratories

3. Other factors influencing choice

    - Personal and family values and goals
    - Present and future income
    - Stage in the life cycle
        - Marital status
        - Family size
        - Alternative life styles
        - Needs and wants
    - Long-term or short-term use
    - Peer group pressure
    - Mobility of the individual or family
    - Periodicals and books
    - Sales personnel
    - Advertising
    - Brand names
    - Model homes; store and window displays

4. Care and maintenance

    - Use and care instructions
        - Owner's manuals
        - Appliance and furniture labeling programs
        - Safety requirements
    - Regular and periodic maintenance
    - Operating costs
    - Energy consumption
    - Effect on ecology

5. Financing and payments

    - Budgeting
        - Short-term planning
        - Long-term planning
    - Cash
    - Retail credit terms
    - Cash loans
        - Bank
        - Credit union
        - Loan company
        - Relatives
    - Alternatives to purchasing new
        - Second hand
            - thrift stores
            - family and friends
        - Refinishing, upholstering, etc.
        - Rent or lease

6. Sources of consumer information

    - Comparative shopping
    - Point-of-sale literature

- Specification sheets
- Hangtags and labels
- Consumer information/education publications
- Informative advertising
- Utility companies
- General merchandise catalogs
- Extension home economists
- Better Business Bureau

7. Sources of consumer protection

- Warranties and guarantees
  - Magnuson-Moss Warranty Act (1975)
- Local, state, and federal consumer protection laws
- Federal Trade Commission
- Consumer Product Safety Commission
- Sources of community assistance
  - State's attorney's office
  - Small claims court
  - Legal aid society
  - Consumer protection agencies
  - Newspaper "hot lines"

Suggested Activities

Ask students to draw up a list of furniture they think would be needed for a three room apartment for:

- two college friends who decide to share an apartment
- a single business person
- a newly married couple
- a couple with a new baby

Using newspapers, catalogs, and magazines for furniture and price reference, estimate the cost of furnishings for each lifestyle.

Make a shopping checklist: "What to Look for When Buying Furniture." Visit at least three different types of stores selling furniture. Use the checklist to investigate styles and prices. Read labels and tags for description of woods and finishes. Note variation of prices with quality and construction.

Make a bulletin board comparing furniture quality with its costs. Use tentative budget levels of $1,000, $1,500, and $2,000. Show the best quality of furniture you can buy to furnish a bedroom and living room for each level.

Divide the class into groups to investigate major appliance stores including general merchandise catalogs. Compare variety of brands and models for:

Performance
Quality of construction
Style and special features
Installation requirements
Availability of servicing
Service contracts
Overall costs
Financing and payment schedules
Delivery service
Warranties and guarantees
Safety considerations
Ease of mobility

For the products investigated, obtain operating and owner's manuals, specification sheets, sales brochures, and other available information. Report back to the class and follow up with discussion. In view of all the information, what are the important factors to consider in making a purchase. Explain.

Tape record interviews with several young couples who have recently furnished apartments or homes. Obtain answers to such questions as: What were their experiences? Were they satisfied with their purchases? What information do they wish they had received prior to making a buying decision? Did they encounter problems and if so, how were they resolved?

Invite resource people to talk to the class on selecting home furnishings and equipment.

Divide the class into teams to research turn-of-the-century and current general merchandise catalogs. Comparison shop each of the following items from both old and new catalogs. (Early catalogs are available in reprint form and/or on microfilm in many libraries):

Sewing machine
Washing machine
Mattress
Sofa bed
Lamp
Easy chair
Phonograph

Compare like items for:

Price differences
Purchasing information in catalog descriptions
Warranties and guarantees
Usefulness to the consumer (utility factors)
Technological changes and improvements
  which may have occurred

Report back to the class and discuss:

How furnishings and equipment are a reflection of our society.
How consumer demand relates to technology and how technology can influence consumer demand.
Factors which account for any price differential between early and current models of each item.

Tape record interviews with the customer service manager of one or more furniture, appliance, and department stores to determine:

Policies with regard to return or exchange of home furnishings and appliances
Policies on meeting warranty terms
Primary causes of customer complaints
Their responsibility to their customers
Customer's responsibility to the seller

Make a flannel board display of labels, samples of warranties, seals, hangtags, owner's manuals, etc. collected from previous family purchases or obtained from stores. Analyze and discuss the function of each and information it should contain. Draw up a list of standards or information you would recommend for a label or hangtag for a small household appliance.

Role play the returning of an unsatisfactory piece of furniture or a small appliance which has not performed as guaranteed; and the securing of service for an appliance covered by a warranty. Evaluate and comment on consumer and dealer responsibilities. Write down the correct procedure to follow in both cases.

Visit a local industry that manufactures consumer durable goods to determine how its products are designed and tested for safety.

Cite examples of accidents caused by products with features that are unsafe unless precautions are taken in their use. Since many accidents are caused because persons did not read or follow instructions, suggest ways in which consumers should be made more aware of their responsibilities.

Invite a home economist from a local utility company to explain the use of safety features in major home appliances; how they are meeting ecological and energy requirements; and, ways the average consumer can help eliminate pollution and conserve energy in use of appliances in the home.

Obtain several sample service contracts. Examine each contract for the amount of service offered, any exclusions it states and the time period covered. Find out labor costs of servicing appliances in your community. Consider the difference in the cost of service contract insurance versus servicing without insurance. Weigh differences of costs and circumstances as to the advisability of having service insurance or providing "do it yourself" service.

Instructional Materials

All About Furniture. Southern Furniture Manufacturers Association, P.O. Box 2436, High Point, North Carolina 27261.

Filmstrip, teacher's guide, and student booklets related to the purchase and use of furniture.

Buy It Right: A Shoppers Guide to Home Furnishings. Consumer Services Division, Career Institute, 555 East Lange Street, Mundelein, Illinois 60060.

Paperback book covers judging quality, selecting the right store, maintenance, etc. Includes in-store checklists.

Catalog of Learning Aids. Consumer Information Services, Sears, Roebuck and Co., D/703, Sears Tower, Chicago, Illinois 60684.

Listing of educator resources, audio-visual materials, and hidden values purchasing booklets relating to the purchase and use of home furnishings and equipment.

Facts on Energy Use and Conservation for Refrigerators-Freezers. Association of Home Appliance Manufacturers, 20 No. Wacker Drive, Chicago, Illinois 60606.

Informational leaflet.

Gas Appliance Publications. Gas Appliance Manufacturers Association, 1901 N. Fort Meyer Drive, Arlington, Virginia 22209.

Listing of publications related to gas use and energy conservation.

A Guide to Portable Appliances. Sunbeam Corporation, 5400 W. Roosevelt Rd., Chicago, Illinois 60650.

Use and care tips for portable appliances.

Handbook of Household Equipment Terminology. American Home Economics Association, 1600 20th St., NW, Washington, D.C. 20009.

Extensive listing of terminology with descriptions and definitions.

Home Management Guide Book for Electrical Living. Edison Electric Institute, 90 Park Avenue, New York, New York 10016 or local utility company.

Informational leaflet.

Information Bank. National Home Fashions League, 107 World Trade Center, Dallas, Texas 75207.

Bibliography of educational materials available from business, education and government. Includes titles, sources, and costs, if any.

The Look of Quality. Armstrong Cork Co., Liberty St., Lancaster, Pennsylvania 17604.

Film presents a detailed look at what goes into the making of fine furniture, both in terms of styling and quality.

Major Appliance Consumer Action Panel. Association of Home Appliance Manufacturers, 20 N. Wacker Drive, Chicago, Illinois 60606.

Various publications including MACAP's Handbook for the Informed Consumer and Warranties and the Consumer.

Quick Shopping Tips -- Portable Appliances. General Electric Corporation, Home Economics Housewares Division, 1285 Boston Avenue, Bridgeport, Connecticut 06602.

Selection, use, and care tips for portable appliances.

Your Home Furnishings Dollar & Your Equipment Dollar. Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601.

Publications stressing individual or family goals, recognizing values, information for planning money management for intelligent buying decisions.

INSURANCE

Almost every person at some time will be faced with the need to buy insurance. Because the content in the area of insurance is so extensive and somewhat technical, many consumers do not feel competent to make wise decisions; and they depend almost entirely upon the seller of the product for guidance. The purchase of insurance represents a large outlay of money over a person's lifetime, and decisions to purchase insurance coverage should be rational, informed decisions.

High school students have many experiences with insurance: as participants in the school's accident and sickness insurance program for students; as policyholders of automobile insurance; as beneficiaries of life insurance policies; as members of a family health insurance plan; and as recipients of social security benefits. In addition, many of the older high school students soon will be buying life, health, and property insurance and will be making contributions to social security.

To make intelligent choices when buying insurance, students need to know the risks of financial loss that they face, the methods by which they can minimize or eliminate these losses or receive reimbursement for them, the methods to use in determining their need for insurance coverages, the various types of insurance and insurance policies available to meet their needs, and the bases for choosing specific types of coverages. In addition, high school students need to be alerted to the many career opportunities in the insurance field.

OBJECTIVES

To help the student:

- * understand the basic idea and purpose of insurance and understand the importance of insurance in financial planning

- * understand how to relate occupational choice to the insurance programs offered as benfits on the job.

- * know the risks of financial loss that individuals face and be able to assign appropriate priorities to these risks as a means of assuring the most satisfactory allocation of insurance funds

* understand that a decision to buy insurance protection means that the money spent for the cost of this protection cannot be used for other purposes

* acknowledge that the cost of insurance may be sufficiently high to cause an individual to decide to pay for financial losses from personal resources

* understand the reasons for waiting periods, deductibles, participating and nonparticipating policies, and insurable interests

* know the expense categories that must be considered when buying insurance against premature death of the wage earner and know how to determine the amount of life insurance needed to supplement other types of death benefits

* understand when to buy pure protection or term life insurance and when to buy protection-plus-savings or cash value life insurance; know the different types of policies available; and be able to select the most appropriate policy coverages to fit one's individual or family needs

* understand the important contract provisions in life insurance policies

* know how to choose life insurance companies and agent

* understand the role of social security in planning one's life insurance program, know the benefits available through social security, and know eligibility requirements for these benefits

* understand the purpose of annuities, know the types available, and understand the uses of annuities in one's financial planning

* know the risks that one faces regarding sickness and accident and know how to assign appropriate priorities to these risks

* know the important forms of health insurance, the characteristics of each form, and when to select one form in preference to another

* know the most important provisions in health insurance contracts and know how to select specific coverages to meet one's needs

* understand the advantages and disadvantages of a government-sponsored national health insurance program and understand the need to form opinions in support of, or in opposition to, such a program

- * know the risks that one faces with respect to ownership of property and know the amounts of coverage needed for these risks
- * understand the need to evaluate property insurance coverage frequently and alter these coverages to compensate for inflationary trends in property values
- * understand the uses of a homeowner's policy and a tenant's policy and know the appropriate form to buy to fit one's needs
- * know the specific coverages in an automobile insurance contract, the appropriate amounts of insurance for each of these coverages, and the costs of the coverages
- * understand the advantages and disadvantages of no-fault automobile insurance and understand the need to form an opinion in support of, or in opposition to, this type of insurance
- * know how to choose automobile insurance companies
- * understand what to do in case of an automobile accident

Outline of Content

1. Basic idea and purpose of insurance: indemnification of financial losses

2. Insurance as an aid in attaining life's goals

    Insurance as protection for dependents
        Family
        Partners
        Employees
    Importance of insurance as a fringe benefit to employment
    Evaluation of fringe benefits as a criterion for occupational choice

3. Risks of financial loss

    Loss of income
        Death
        Illness
        Disability
        Retirement of breadwinner
        Unemployment
    Sickness and accident expenses
        Hospital
        Medical
        Surgical

- Personal and public liability
    - Injury to other persons
    - Damage to other people's property
- Loss of real or personal property
    - Fire
    - Acts of God
    - Theft
    - Destruction
- Damage to real or personal property
    - Fire
    - Acts of God
    - Vandalism
    - Accidental damage

4. Priority listing of risks in order of severest financial strain on the family budget.

    - Risks that can be assumed by an individual
    - Risks that cannot be assumed by an individual

5. Opportunity costs of buying insurance protection

6. Basic factors in obtaining insurance; costs of insurance.

7. Waiting periods, deductibles, participating policies, nonparticipating policies, insurable interest, and premiums

8. Life insurance and annuities

    - Coverages needed upon death of the breadwinner
        - Final expenses (debts, last-minute illness costs, burial, estate settlement)
        - Family living expenses
        - House mortgage
        - Education expenses for children
        - Widow's income between the time family social security payments stop and social security retirement benefits begin
        - Supplementary income during widow's retirement
    - Social security benefits that reduce the need for life insurance coverages
        - Survivors' benefits
        - Eligibility for survivors' benefits
        - Amounts of survivors' benefits provided
    - Determining amounts of needed life insurance coverages
        - Determine the expenses to be covered in each expense category
        - Use a worksheet or rule of thumb to arrive at specific amounts of coverage needed

- Pure protection life insurance - term policies (nature, characteristics, and appropriate uses)
    - Decreasing term
    - Renewable term
    - Credit life insurance
- Protection-plus-savings life insurance (nature, characteristics, and uses)
    - Straight life
    - Limited payment life
    - Endowment
    - Combination policies and special policies
- Uses of social security in life insurance programs
- Contract provisions in life insurance policies
    - Nonforfeiture options
    - Dividend options
    - Settlement options
    - Grace periods
    - Waiver of premium riders
    - Double indemnity riders
    - Beneficiaries
- Choosing life insurance companies and agents
- Annuities
    - Types
    - Characteristics
    - Uses
    - Advantages
    - Disadvantages

9. Health insurance

- Risks that one faces regarding sickness and accident
    - Sickness or accident
        - Hospital expenses
        - Medical expenses
        - Surgeon's fees
    - Disability expenses
        - Loss of income
        - Medical expenses
        - Hospital expenses
    - Dental expenses
- Order of priority in buying coverages for sickness and accident
- Group health insurance plans
    - Types
    - Costs
    - Coverages
- Policy provisions in health insurance
    - Waiting periods
    - Length of time benefits will be paid
    - How the policy pays off
        - services
        - money

- Inpatient and/or outpatient coverages
  - Recurring illnesses
  - Cancellation or renewal provisions
  - Disability definitions
  - Deductible provisions
  - Coinsurance provisions
- Social Security
- Government-sponsored insurance programs
- Major medical insurance policies
- Comprehensive health insurance policies
- Dental insurance
- Fraudulent practices in medicare and in health insurance
- Overlapping health insurance policies

10. Property insurance

- Risks of financial loss because of property ownership or property occupancy
- Homemaker's and tenant's policies
  - Forms
  - Specific coverages
  - Appropriate amounts of coverage
  - Costs
  - Policy provisions
- Credit life insurance
- Mortgage insurance
- Coinsurance provisions
- Inflation and property insurance

11. Automobile insurance

- Specific coverages and suggested amounts of coverages in automobile insurance
- Costs of specific coverages in automobile insurance
- Credit life insurance
- What to do in case of an automobile accident
- No-fault automobile insurance
- Choosing automobile insurance companies

12. Social Insurance

- OASDI
- Disability
- Unemployment
- Workmen's compensation

13. Personal liability insurance

- Separate policies
- With property and automobile insurance.

14. Current issues and problems

National health insurance
Funding of Social Security programs
Malpractice suits
Problems in reading policies
Problems of comparative shopping
Dealing with overaggressive sales personnel
Buying insurance by mail

Suggested Activities

Prepare a duplicated list of risks of financial losses and ask students to rate these risks in order of the severity of possible losses.

Invite a labor union member or official to discuss the insurance benefits that frequently are contained in union contracts. Discuss the values of such fringe benefits for helping to make vocational choices.

Discuss the need to have protection for those who depend upon the breadwinner of a family, the partner in a business, the employees in a firm, etc. Relate the need for protection to insurance, and relate the need for insurance to the attainment of life's goals.

Invite an employer to describe his/her company's retirement program and include:

a. who is covered
b. how its benefits compare with Social Security
c. who shares in the costs

For each of the following situations, ask students to name the amount of reimbursements that should be received and relate this to the idea that insurance is designed to indemnify financial losses.

a. Total destruction of a $5,000 automobile
b. Theft of a $60 raincoat
c. $10,000 damage to a house
d. A $5,000 hospital bill
e. The death of a father and wage earner

Write to the commissioner of insurance for Illinois and ask for a description of the services rendered by the department and the regulations governing insurance companies in Illinois. Summarize the findings in an oral report.

Drill on definitions of insurance vocabulary by requiring designated class members to have definitions ready on certain days. Keep a list of these terms on the chalkboard and review definitions as necessary.

Discuss the ways, other than buying insurance, that an individual or a family might try to obtain protection against financial loss and determine if the added protection from insurance coverage is worth the cost of buying the insurance.

Invite a speaker from the Social Security Administration to explain the benefits and the eligibility requirements for survivors of a deceased breadwinner and for disabled workers. Ask that copies of "Your Social Security" be provided for each class member.

To determine the amounts of life insurance coverages needed upon the death of the breadwinner, use the planning worksheet in the Consumers Union's A Guide to Life Insurance, a worksheet Everybody's Money, or a worksheet from Changing Times, or prepare a worksheet that can be used for the specific class being taught.

Use life insurance rate charts (obtain copies of life insurance rate books from insurance agents) to compare rates for term, straight life, limited payment life, endowment, and special policies; also compare rates for different companies.

Discuss the truth or falsity of the following statements:

a. "A person should buy life insurance as early in life as possible because the longer one waits the more it will cost."

b. "A person should buy life insurance early in life as possible because the young person has a better chance of passing the physical examination."

Prepare an oral report on variable life insurance, discussing the advantages and disadvantages.

Invite a life insurance agent to come to class and interview some of the students to help them plan the types of life insurance coverages they may need.

Discuss the circumstances under which a family would be advised to purchase each type of life insurance policy.

Show on the overhead projector the following clauses in a life insurance policy:

a. Nonforfeiture options
b. Dividend options
c. Settlement options
d. Grace period clause
e. Waiver of premium rider
f. Double indemnity rider

Study a table of settlement options. Discuss the advantages and disadvantages of the various options offered.

Survey the local community and obtain a list of insurance brokers who are permitted to sell life insurance for more than one company. Discuss the advantages of using an insurance broker rather than an agent for one specific company.

Invite a life insurance agent to speak to the class on the various types of annuities and their uses in family financial planning.

Invite an insurance broker, or an insurance supervisor for a business firm, to calculate the rate of return, or the amount of increase, for the cash value portion of variable annuities that were purchased five to eight years ago. Compare the cash value with ordinary life insurance and with a bank savings account.

Find actual health insurance policies, or find descriptive material about health insurance policies, and show on the overhead projector the coverages, limitations or restrictive clauses, and costs for the coverages.

Have students make a chart comparing the costs of various types of sickness and accident policies, including disability income, major medical, and comprehensive policies.

Compare costs and benefits of individual health insurance policies and group health insurance policies.

Select one member of the class to find out about the workmen's compensation law in effect in Illinois, obtaining specific information about who is covered by the law and what benefits it provides.

Obtain copies of the students' school accident insurance policies and analyze them in terms of coverages and costs.

Obtain a copy for each student of A Family Guide to Property and Liability Insurance. Obtain also the record and filmstrips that accompany the pamphlet. Use these materials as the basic textbook for property and liability insurance.

Bring to class some newspaper accounts of financial losses resulting from fire, theft, traffic accidents, etc. Discuss how those who suffered losses could have protected themselves against the losses.

Obtain copies of homeowner's and tenant's policies for students to analyze or show parts of the policies on the overhead projector for analysis purposes.

Invite a casualty insurance agent to the class to discuss coverages and costs for property and liability insurance.

Interview a real estate broker to obtain a number of examples of the changes in property values in the community. Discuss the effect of changing property values on insurance coverages and the need for frequent evaluation of property insurance.

Work several problems using the coinsurance factor found in property insurance policies.

Ask students to take an inventory of the personal property and the values of the property in one or more rooms of their homes. From a discussion of these lists, establish the need for keeping such an inventory.

Use the Insurance Information Institute pamphlet, record, and filmstrips, "A Guide to Property and Liability Insurance," as the basic text for automobile insurance study.

Discuss the dollar amounts of coverage that most automobile owners should have. Use articles from Changing Times, Everybody's Money, Money, and other consumer magazines, or use tables from textbooks to show the relationship between increased liability coverages and increased premiums.

Check with insurance companies to find out how much a premium on an automobile insurance policy would have to be increased if the insurance company paid for every bump, scratch, and dent without the use of a deductible clause. Discuss the amount of money that can be saved by purchasing insurance with a deductible clause.

Show on the overhead projector the actual policies of some of the students or their parents, and discuss the cost of coverages for automobile insurance in the local community.

Invite an automobile insurance agent to the class to discuss the provisions and costs of no-fault insurance.

Survey several automobile insurance companies and make a comparison of the costs of the specific coverages from each of the companies.

Interview a member of the local police force to find out the specific steps that a person follows after an automobile accident.

Instructional Materials

Money. Time and Life Building, 541 North Fairbanks Court,
Chicago, Illinois 60611.

A monthly consumer magazine that often contains information on the latest developments in insurance policies and coverages.

How Much Life Insurance is Enough? American Council of Life Insurance, 277 Park Avenue, New York, New York 10017.

A good general discussion of how to determine the amount of life insurance needed.

The Life Insurance Answer Book. American Council of Life Insurance, 277 Park Avenue, New York, New York 10017.

Contains questions that people might have about life insurance and provides the answers that insurance agents might supply.

You and Your Life Insurance Agent. Illinois Life Underwriters Association, 612 South Second Street, Springfield, Illinois 62704. Contains criteria for selecting a life insurance agent.

You and the Facts About Unemployment Insurance. Division of Unemployment Insurance, Illinois Department of Labor, Chicago, Illinois 60605.

A pamphlet that contains all the provisions of the unemployment insurance law in Illinois.

Belth, Joseph M. Life Insurance, A Consumer's Handbook. Indiana University Press, Bloomington, Indiana, 248 pages.

A book written for the buyer of life insurance answering the questions of how much life insurance, what kind of life insurance, and what companies offer the best deals. Includes a discussion of the fine print in life insurance policies, the choice of an agent, special sources, and the management of life insurance after it has been purchased.

Your Social Security, available through local Social Security Administration offices.

Up-to-date pamphlet containing most of the key points concerning eligibility and benefits.

A Family Guide to Property and Liability Insurance, Insurance Information Institute, 110 William Street, New York 10038.

Pamphlet, accompanied by filmstrip and recording, with essential characteristics of property, automobile, and liability insurance.

"A Guide to Life Insurance," Consumer Reports, January, February, March, 1974. Parts I, II, and III, Consumers Union, Mt. Vernon, New York 10550.

Explains the basic choices in life insurance and provides guides for evaluating policies and companies and for determining the amount of life insurance needed.

SAVINGS AND INVESTMENTS

The accumulation of wealth, the possession of a variety of goods and services contributing to a comfortable level of living, and the attainment of financial security will be determined largely by the individual's savings and investment programs in combination with social insurance programs. The individual's assumption of the responsibilities of adulthood in an able, confident, and resourceful manner can be greatly facilitated by an understanding of the role, importance and implementation of savings and investments.

Different avenues of saving and investment will bring varying results, depending on the goals and objectives of individuals and families, the stage in the life cycle of the investor and the amount of risk which can be assumed. Sound financial management requires a plan. This plan should include a low-risk liquid fund for emergencies, planned purchases, and a fund for income earning potential and building net worth. Saving means consuming less than your income. No fixed rules should be applied to the question of how much to save.

Investing means putting your money to work for you to bring in additional income for future purchases. Investing requires careful planning. It cannot be developed in isolation from a savings and insurance program.

OBJECTIVES:

To help students:

* understand the importance of savings in a personal financial plan, regardless of financial status

* recognize that education is an investment in yourself; that purchasing durable goods is an investment in living; and that budgeting income-producing assets is putting money aside, hopefully, to produce additional income

* develop the ability to evaluate valid and reliable investment and savings information resources

* become acquainted with the different ways of saving and investing money and to gain knowledge and insights into

the various types and kinds of savings and investment outlets

- * understand and appreciate the importance of expressly establishing goals, establishing savings, and investment programs
- * understand the function, effects, and benefits of savings on the overall economy
- * understand how saved monies can appreciate and/or depreciate in value
- * identify the types of financial institutions and the services they offer
- * identify various types of investments available, the risks they carry, and the returns that can be expected
- * be acquainted with the functions of the stock market and its components and how general economic conditions affect it

Outline of Content

1. Factors affecting financial planning

    Saving reduces present purchasing potential
    Stages of the life cycle as they apply to goals for use of income
    Savings as opposed to investments (comparison of risks)
    Immediate gratification vs. delayed satisfaction
    Importance of savings and investments to the individual, to the family, and to the economy

2. Reasons for saving

    Emergency
    Security
    Pension
    Future goods
    Added income

3. Criteria to be considered in saving and investment

    Safety
    Liquidity
    Rate of return
        Simple, compound interest

- Method of accounting
- Income earning potential
- Protection against inflation
- Growth potential
- Long-term vs. short-term
- Competition for savings and investment (gifts, advertising, etc.)
- Convenience
- Financial benefit to community

4. Financial institutions

    - Commercial banks
    - Mutual savings banks
    - Credit unions
    - Currency exchange
    - Savings and loan associations
    - Insurance companies
    - U. S. Government

5. Using financial institutions

    - Selecting services
        - Cost
        - Convenience
    - Types of accounts
    - Maintaining accounts
        - Writing
        - Endorsing
        - Cashing
        - Reconciling
        - Opening
        - Depositing
        - Withdrawing
        - Closing
    - Other Skills
        - Buying and selling government bonds
        - Social security forms
        - Tax forms - reporting interest

6. Investing in yourself

    - Education
        - Formal
        - Vocational
        - On the job
    - Cultural pursuits - theatre, arts, etc.
    - Community services - political, charitable, voluntary, etc.
    - Hobbies

7. Purposes for investing

    - Preserve capital
    - Increase income

- Increase growth of capital
- Tax shelter

8. Types and characteristics of investments

- Stocks
    - Common, preferred
    - Growth, cyclical, speculative
    - Dividend reinvestment programs
- Bonds
    - Corporate, municipal, government
    - Safer than stocks, less growth
- Investment companies
    - Closed end
    - Open end
- Mutual funds
    - Load vs. no-load
- IRA/Keough Plan
- Own a business
- Other forced savings programs
- Real estate
- Company sponsored investment plans
    - Profit sharing
    - Stock options
    - Employee stock ownership plan
- Investment clubs
- Rare objects
    - Coins
    - Stamps
    - Jewelry

9. Sources of information for savings and investments

- Newspapers
- Periodicals
- Books
- Professionals in field
- Investment advisory services
- Tax accountants

10. Issues and Problems

- "Truth in Savings" legislation
- Regulation Q (ceiling on interest rates)
- NOW accounts (Negotiable Orders of Withdrawal)
- Savings as a source of capital formation
- Double taxation of dividends
- Branch banking
- Interest on checking accounts
- Frauds in land investments

Suggested Activities

Visit one or more depository institutions and find out the various savings plans they have, the interest rates, the amount of time the money must be pledged, and the minimum dollar amount of deposit required.

Make a list and a brief summary of every advertisement about thrift institutions which you see in the local newspaper and on TV including rates of return, premiums, etc.

Visit a local bank and obtain the latest table indicating the value of Series E and H bonds.

Discuss where you would place your money in view of your own goals if you had $1000 to put in a savings account or U. S. savings bond.

Invite representatives of banks, savings and loan associations, credit unions, etc., to speak to the class.

Role play and simulate all characters involved in opening a savings account.

Develop a bulletin board display on savings advertisements and promotional gifts.

Open personal savings accounts.

Invite a local investment broker to speak to class.

Form an investment club in school and purchase bonds or shares of stocks.

Read and discuss financial information found in a newspaper.

Debate the appropriateness of various investment possibilities for various individual or family situations.

Devise individual investment plans from present age through retirement.

Establish and operate a credit union in the class through either actual student participation in savings and lending or role playing.

Check with the superintendent of schools for answers concerning financing of public school buildings by bonds.

Instructional Materials

Saving and Investing. Banking and Banking Services. Changing Times Education, N.W. 1729 H Street, Washington, D.C. 20006.

A kit, including transparencies, case studies, and quizzes, offers helpful material for the teacher looking for teacher aids.

Your Savings and Investment Dollar. Money Management Institute, Prudential Plaza, Chicago, Illinois 60601.

A pamphlet explaining the how and why of saving and investing for both teacher and student.

Personal Finance. Donaldson, Elvin G. and John Pfahl, The Ronald Press Company, New York.

College textbook which goes into great detail of personal finance. Very good reference for the teacher with many case studies provided both in the area of savings and investing.

You and Investment World. New York Stock Exchange, 11 Wall Street, New York, New York 10005.

Excellent pamphlet on the subject of investments for use by teacher and student, covers stocks and stock market, and considerations to be taken when considering investing.

Teach Your Child to Manage Money. Money Management Library, U. S. News and World Report Books, 2300 N. Street, N.W., Washington, D.C. 20037.

One of a series of books dealing with money management. This book gives advice on saving and investing money.

Commonly Asked Questions About Erisa. Labor Management Services Administration, 230 S. Dearborn Street, Chicago, Illinois 60604.

TAXES

The payment of taxes is such an integral part of the everyday lives of all people that the importance of taxes and taxation sometimes is minimized. Even so, most consumers must give periodic attention to taxes, and many people are concerned about the economic and social benefits that are derived from the use of tax revenues and from the taxation policies used by federal, state, and local governments.

Because almost everyone has responsibilities for the payment of taxes and because of differing views on the most appropriate use of tax revenues, consumers need to be able to analyze tax structures at all levels of government as to their strengths and weaknesses, to compare the benefits received with the cost, and to evaluate the taxes and the tax policies in terms of their fairness and desirability. Consumers also need to be able to express their views on the need for revisions in tax structures and tax policies. The ability to complete tax forms used in reporting income also is a requirement of everyone in our society, and taxpayers should be able to use the existing tax laws to help them avoid the payment of more taxes than are rightfully due.

OBJECTIVES

To help students:

* understand that taxes are used in our society to provide services that cannot be purchased on an individual basis.

* understand that the continued increase in taxes at local, state, and federal government levels is largely due to a demand for increased services paid for with public funds.

* believe that citizens have a responsibility to inform local, state, and federal government officials when tax policies are unwise, unfair, and inappropriate.

* understand that economic freedom in our society is judged largely by the extent to which individual citizens are free to use the money they earn in the manner in which they choose and that this freedom is curtailed by the payment of taxes because the individual has no control over the expenditure of these funds.

* understand that taxes are used by the federal government to stimulate or to depress economic activities in the nation, either by lowering taxes and permitting consumers to have more money to spend or by raising taxes and preventing consumers from spending so much money.

* understand that the federal government often will engage in deficit spending by borrowing and spending more money than it collects from tax revenues when the government officials believe that the nation's economy needs the stimulation that it receives from such a policy.

* understand that a progressive tax is levied at increasingly higher rates for higher income levels and that this tax is a form of income redistribution.

* understand that a regressive tax places a heavier tax burden on persons with low incomes than on persons with high incomes.

* know how to complete a federal income tax form and a state income tax form in such a way that no more tax is paid than is rightfully owed.

* know how local tax revenues are spent and form opinions about the uses of local tax funds.

* understand that consumers ultimately pay all taxes and should be concerned about the tax laws under which dollars are collected and the policies used to distribute those tax dollars.

Outline of Content

1. Taxation as a sharing process

    Common needs for goods and services
    Effect of increased demand for public goods and services
    Sources of tax revenues
        Local
        State
        Federal
    How tax laws are enacted
    How tax revenues are distributed
    How taxation is used to influence social, political, and economic policies in our nation

2. Local (city and county) tax revenues

- Sources
  - Property tax on homes and businesses
  - Industrial property tax
  - Retail sales and excise tax
  - Service tax, such as utility tax
  - Personal income tax
  - Licenses and fees
  - Revenue sharing
- Uses
  - Administrative expenses for local government units
  - Provision of common service needs
    - Fire
    - Police
    - Streets
    - Recreation
    - Welfare
    - Other ancillary services
  - Educational facilities and services
  - Locally owned enterprises such as public utilities
- Comparison of benefits to costs
- Need for consumers to voice opinions about taxes

3. State tax revenue

- Sources
  - Personal income tax
  - Motor vehicles and motor fuel fees and taxes
  - Occupational tax on retailers, service occupations tax, and retail sales tax
  - Service taxes such as utilities
  - Fees, licenses, and taxes on distributors and users of alcoholic beverages and tobacco products
  - Inheritance and estate tax
  - Gift taxes
  - Insurance fees and social taxes
  - Racing fees and licenses
  - Business licenses and taxes
  - Amusement tax
  - Lottery receipts
  - Revenue sharing
  - Franchise tax
  - Other
- Uses
  - Administration of state government units
  - Provision of common services
    - Education
    - Welfare

        - Police
        - Highways
        - Recreation
        - Other services
    - Group insurance and pensions
    - Administration of racing industry
    - Administration of game and fish laws
    - Economic development
    - Regulation of business and industry
    - Administration of court systems
- Comparison of benefits to cost
- Need for consumers to voice opinions about taxes

4. Federal tax revenue

    - Sources
        - Personal income tax
        - Corporation income tax
        - Excise taxes
        - Estate tax
        - Gift tax
        - Other
    - Uses
        - Administration of federal government agencies
        - Provision and regulation of such services as:
            - Health
            - Education
            - Welfare
            - Veterans benefits
            - Agricultural benefits
            - Social insurance
            - Court systems
            - Parks and recreation
            - Postal service
            - Transportation
            - Housing
            - Urban development
            - Relations with foreign countries
            - Other services
    - Comparison of benefits to costs
    - Need for consumers to voice opinions about taxes

5. Regressive tax

    - Sales
    - Excise

6. Progressive tax

    - Income (federal)
    - Inheritance

7. Income distribution and redistribution through taxation such as welfare, transfer payments, medicare, and medicaid

8. Criteria for evaluating taxes, tax structures, and tax policies

   - Effect of tax structure on personal incentives
   - Effects of regulatory functions on economic growth and stability
   - Personal economic costs versus corresponding personal benefits
   - Social economic costs versus corresponding social benefits
   - Fairness (tax burden equitably distributed)
   - Productive (tax is productive in revenue)
   - Stable (revenue is stable)
   - Economical (tax is economical to administer)
   - Convenient (tax is convenient to pay)
   - Obvious (tax makes the payer conscious of tax)
   - Simple (tax structure is simple, not complex)
   - Neutral (tax does not favor one individual or group more than another)

9. Federal and state individual income tax forms

   - Alternatives in forms to use
   - Deciding on need for assistance
   - Sources of assistance
   - Determining the reliability and competency of tax service
   - Record keeping for tax purposes
   - Tax related forms
     - SS, W2, W4, W4E
   - Procedures for completing forms
     - Deciding on form to use
     - Determining income to report
     - Determining exemptions and deductions
     - Use of schedules
     - Computation of tax liabilities
     - When estimated tax must be declared
   - Amended tax forms
   - Tax audit

Suggested Activities

Have small groups of students to work with a current city or state budget which has been submitted for approval. Assume that a $1 million tax revenue levy has just been voted down by the public; therefore, this amount must be cut from the budget under consideration. Allow each group of students to determine what they would cut from the budget, supported by the justification for their proposed cuts. Following discussions and formulation of policy, each small group could review their decision with the entire class.

For a variation, assume that a $1 million tax levy has been passed and additions may be made to the budget. Permit students to create and justify proposals for new or extended budget.

Develop a list of benefits provided from tax dollars now being spent. Calculate the individual and/or public cost of each benefit and compare that cost with the estimated private cost for the same benefit.

Allow individuals to calculate their own tax liability through the use of resource materials found in "Understanding Taxes." Use both a short and long form and compare the difference.

Have a panel discussion on the following subjects: (1) Identify three government services now provided for consumers and demonstrate how private industry might provide these services at a lower cost and/or with greater efficiency; (2) Select one or two services now provided privately by business and demonstrate how governmental provision of these services could be handled more economically and/or efficiently.

Discuss the following topics: (1) Should private, nonprofit institutions be required to pay taxes on income? (2) Should the law allow business expense deductions when money is spent primarily for personal pleasure? Are there ethical considerations which go beyond the law? How do these deductions affect other consumers? (3) Could a person's tax liability become heavy enough that the person might refuse to work as hard or earn as much? Assuming that a worker's production falls because incentive has been reduced, discuss how this situation would affect other consumers. (4) Do taxpayers receive fair dollar value in the form of facilities and services for tax dollars spent?

Involve students in consideration of taxpayer responsibilities for care and maintenance of public facilities as well as wise consumer use of public services. Could tax savings be realized through responsible consumer action? Are ecological issues important to the consumer?

Use the telephone directory of a local community and make a list of all city and county government agencies that provide services and/or regulate the services provided. List the services provided and regulated. Discuss the benefits in relation to costs.

Find a state yearbook that lists all the departments and bureaus in state government. Select some of these departments and bureaus to investigate and determine their functions. Discuss the benefits to taxpayers.

Use the criteria listed in the content outline to evaluate each of the taxes named as local (city and county) taxes, as state taxes, and as federal taxes.

Invite local government officials to the classroom to describe the services that the official performs. Compare salary, expenses of the official's office, etc. with the benefits derived from the services of the office.

Use the Occupational Outlook Handbook and the Outlook Quarterly to investigate the career opportunities and requirements for employment in occupations that are related to taxes and taxation. Include all related occupations in local, state, and federal governments.

Instructional Materials

Understanding Taxes. Internal Revenue Service. Available from local IRS offices.

A packet of instructional aids including wall charts, student materials, films, teachers manual, and resume of income tax laws.

Road Maps of Industry. National Industrial Conference Board, Inc., 845 Third Avenue, New York, New York 10022.

Monthly color graphs illustrating changes in various sectors of the economy. Comparisons of tax revenues and expenditures often are included.

Illinois State Budget (for current fiscal year). Office of the Governor, State of Illinois, Springfield, Illinois 62706.

Contains tables that give the revenues by source, the actual and estimated expenditures for the current and preceding years.

Illinois Information Service. 201 West Monroe Street, Springfield, Illinois 62706.

Resources pertaining to Illinois tax laws.

Tax Foundation Newsletter. Rockefeller Foundation, 111 West 50th Street, New York, New York 10020.

THE CONSUMER IN OUR ECONOMY

The consumer plays a vital role in our private enterprise (market) economy. Rational consumers freely cast their dollars (like votes), collectively or privately, in favor of one product among many competitors. The consumer's self-interest and the self-interest of the numerous competitors directs the production of the right quantities of goods and services that society desires at prices that are largely determined by competition.

The market mechanism is our means of allocating scarce resources. The decisions concerning the use of resources are made privately by consumers or collectively as consumers of public services and by business, agriculture, labor, and government. The decisions of consumers interact with the decisions made by individuals or groups in agriculture, labor, trade unions, business, and government to formulate and achieve the economic goals of society. Attainment of these goals depends largely on effectively teaching young consumers how to convert their resources into goods and services which will lead to a better quality of life for them.

Rational, well-informed consumer decisions help individuals get maximum satisfaction from their limited money, and at the same time help decide the best use of the nation's resources.

OBJECTIVES

To help students:

* understand the role of the consumer in the economy interacting with agriculture, business, government, labor and trade unions

* understand the effect of consumer spending in the marketplace

* recognize the interdependence of the consumer as a worker, consumer, citizen

* become acquainted with the characteristics of business organizations as they function in the private enterprise system (market economy)

* become aware of the role of agriculture as it operates in the private enterprise sytem (market economy)

* become familiar with the role of labor organizations in the private and public sectors of the economy.

* understand economic principles that effect the consumer in the marketplace

* understand important economic measurements of the economy.

Outline of Content

1. The economy

    Components of the economy
        Consumer-worker-citizen
        Producers: agriculture, manufacturer, distributor, retailer, labor and trade unions
        Government
        Foreign markets
    Circular flow of economic activity
        Natural resources--land-labor-capital and management
        Income--rent, wages, interest and profit
        Spending
        Goods and services
    Characteristics of a private enterprise system (market economy)
        Freedom of choice/demand
        Profit motivation
        Competition
            pure competition
            oligopoly
            monopoly
        Private property
        Government influence

2. The consumer

    Personal economic activity
        Earning
        Spending
        Saving
        Investing
        Borrowing
    Consumer as decision maker
        Determines resource allocation
        Rational economic being
        Economic voting
        Consumer sovereignty/power
        Influence on quality

- Importance of consumer in economy
  - Two-thirds of total economic output of goods and services
  - Impact of consumer demand on economy
  - Dependence of prosperity on consumer spending and saving
  - Impact of consumer demand on producers
    - efficiency
    - safety
    - price
    - quality
- Interdependence of consumer-worker-citizen roles
  - Consumer as worker
  - Consumer as citizen
  - Businessperson as consumer

3. Interaction of consumer with agriculture, business, government, and labor and trade unions.

- Agriculture
  - Production
  - Distribution
  - Farm income in relation to consumer prices
- Government
  - As producer
  - As consumer
  - As employer
  - As regulator
  - Protection of the consumer
  - Protection of the marketplace
  - Promoter of economic growth, stability, and justice
    - fiscal policy
    - monetary policy
    - transfer payments
- Business
  - Profit motivation
  - Customer satisfaction
  - Social consciousness
- Labor
  - Labor and trade unions
  - Union membership
  - Collective bargaining
  - Wages and benefits
  - Cost of labor on price of goods and services
  - Employee and employer rights and responsibilities under the law

4. Economic principles in the marketplace

- Scarcity of resources
  - Need for choices

    - Need to economize
    - Need to maximize utility and satisfaction
- Opportunity cost
    - Personal decision making
    - Social costs
- Price determination
    - Demand
    - Supply - (cost)
    - Interaction of supply and demand
    - Competition as control of price
- Economic goals
    - Freedom
    - Efficiency
    - Growth
    - Stability
    - Security
    - Justice

5. Important economic measurements

    - Gross national product
    - Inflation
    - Unemployment
    - Consumer price index
    - Recession
    - Personal income
    - Productivity
    - Public debt
    - Real income
    - Cost-benefit
    - Index of consumer confidence/sentiment
    - Dow Jones average

6. Economic issues for consumers

    - Protecting yourself from inflation
    - Paying for government protection
    - Impact of government regulation on business
    - Consumer impact on economy/ecology
        - energy
        - pollution
        - cleanup costs
    - Conversion to metric
    - Inequality in the economy
        - race
        - sex
        - age

Suggested Activities

Use diagrams of the circular flow of economic activity to illustrate the components of the economy and the interaction in the economy.

Write an essay on one of the two following topics: "How Consumer Decisions Affect Business Policies," or "How Do Government Economic Policies Affect the Consumer."

Conduct a class discussion dealing with the question of what consumer protection should be provided by the government and what responsibilities should be left to the consumer.

Discuss the difference between what an economist means by the word economize and what the average person on the street would think of the word economize.

Construct a bulletin board that illustrates the economic goals:

GROWTH -	the desire for an increasing standard of living for an increasing population
STABILITY -	the desire for a high level of employment without inflation
SECURITY -	the desire for continuity of income in the face of physical and economic hazards
FREEDOM -	the desire of producers to select their occupations and of consumers to dispose of their income knowledgeably
JUSTICE -	the desire to minimize inequalities of opportunities and inequalities of income

Identify ways in which consumers can accept responsibility in regard to legislation, unfair business practices, or use of customer services provided by business.

Invite a speaker from one of the local offices of the state or federal consumer protection agency.

Take a survey of the public as to what they would be willing to give up in order to fight pollution of air, water, and land.

Ask a local elected official to speak to the class about the problems of pollution and the efforts being made in the community to solve pollution problems. Invite the mayor or city manager, or other local official to discuss with the class the impact of consumer activity or the lack of consumer activity on the economy of the area.

Have students write consumer impact statements of certain products: plastic bottles, spray cans, nonreturnable bottles.

Collect news article reports of the commonly reported economic measurements: CPI, GNP, personal income, wholesale price index.

Explain the importance of profits to:

creating jobs
capital expansion
encouraging investment
providing goods at lower cost
creation of new goods and services

Invite a local businessperson to trace the route of a product from raw material to retail sales. Ask for a cost analysis for the different steps.

Invite a labor union official and a businessperson to the class to speak on the topic of "Employee and employer rights and responsibilities under the law."

Form teams to debate topics like "Should all workers belong to a labor union?" and "Pros and cons of right to work laws."

Investigate the cost breakdown in the price of a loaf of bread, a half gallon of milk, a five-pound bag of sugar, and a gallon of gasoline. Try to identify the portion of the price that went to each group that had anything to do with the production and sale of the products.

Invite a businessperson to discuss the cost impact of doing paperwork for local, state, and federal government.

Instructional Materials

Miller, Roger LeRoy. Economic Issues for Consumers. West Publishing Co., St. Paul, Minnesota 55501.

A teacher resource text useful for treating the economic issues that effect consumers.

Heilbroner, Robert F. The Making of Economic Society. Prentice Hall, Inc., Englewood Cliffs, New Jersey 07632.

Discusses the evolution of our economic system from the classical model to its complex market structure of today.

Our Economic System, Essays and Teacher's Guide, Sears, Roebuck and Co.

A series of essays sponsored by the Business Roundtable. The teacher's guide is designed to help identify economic principles and concepts.

The American Economic System and Your Part In It. The Advertising Council, Inc., 825 Third Avenue, New York, New York 10022.

The "peanuts" characters are used to quickly and simply explain the American economic system.

Economic Concepts and Issues. J. C. Penney Co., Inc., 1301 Avenue of the Americas, New York, New York 10019.

A teaching unit in three modules that explores the interface of family and economics from a family ecosystem perspective.

The American Enterprise, five 16mm films, Modern Talking Pictures, 1687 Elmhurst Road, Elk Grove Village, Illinois 60007.

These five films present an in-depth look at our economic system from five separate vantage points: land, people, innovation, organization, and government.

Johnston, William L. *Inflation and Recession*. Unigraph Products, P. O. Box 24287, Seattle, Washington 98124.

One of a series of learning activity packages that treats inflation and recession. Designed so the student can study the material independently.

Road Maps of Industry, The Conference Board, 845 Third Avenue, New York, New York 10022.

National Economy Quiz, 16mm film, color, Aetna Life & Casualty Company Film Library, 151 Farmington Avenue, Hartford, Connecticut 06115.

An overview of economic concepts important to the consumer.

Employee Rights Handbook, Illinois Department of Labor, 910 S. Michigan Avenue, Room 1823, Chicago, Illinois 60605. Phone (312)793-2817.

A pamphlet written in common language, question-answer format. Contains information of a wide variety of labor topics.

Illinois Informer, Illinois Department of Labor, 910 S. Michigan, Room 1823, Chicago, Illinois 60605. Phone (312)793-2817.

A monthly newsletter for those interested in keeping up with their rights and responsibilities. Each issue contains legislation, policies, economic indicators, labor events, special assistance, and commonly asked questions.

Employer Responsibility Handbook, Illinois Department of Labor, 910 S. Michigan Avenue, Room 1823, Chicago, Illinois 60605.

A pamphlet which summarizes the responsibilities of the employer in the employer-employee relationship. The pamphlet covers a wide range of labor areas.

The Day Business Stood Still, Illinois State Chamber of Commerce, 20 North Wacker Drive, Chicago, Illinois 60606.

A 20-minute film describing in graphic and realistic terms what would happen in our community, state, and nation if all business suddenly came to a halt.

RESOURCES

Resources for consumer education must change rapidly if they are to keep pace with the marketplace in which consumer activities are carried out. New materials are added constantly and older materials are updated or discontinued; thus, the suggested listing of organizations, associations, and government agencies that follows must necessarily be incomplete. All, however, do have materials available to the consumer educator and most will supply a catalog of current publications and audio-visual materials for the asking.

In addition to these sources, there are a number of current textbooks devoted to consumer education and increasing numbers of audio-visual materials are being introduced. It is suggested that you obtain the latest catalogs through appropriate persons in your school district and request review copies or prints of those that seem most appropriate for your curriculum needs.

Not listed, but intrinsic in any contemporary consumer education course or unit, are daily newspapers, specialized business publications, and consumer magazines of general and specific interest to your students.

Consideration should also be given to the many human resources which are available in even the smallest communities. Colleagues, administrators, and parents serving as resource personnel and guest speakers help give variety and dimension to the program. Representatives of consumer-related agencies, agriculture, associations, trade unions, and businesses are often available as guest speakers in addition to disseminating information in the form of films, filmstrips, brochures, and pamphlets.

Last, and perhaps most important, are the resources provided by interaction among students. Most will welcome active participation -- as researchers, resource gatherers, reporters, and contributors of case histories -- all of which serve to enrich classroom discussion and enhance the total program.

Organizations and Associations

ACTION FOR CHILDREN'S TELEVISION

46 Austin Street
Newton Center, Maryland 02159

THE ADVERTISING COUNCIL, INC.

Manager, Information Programs
825 Third Avenue
New York, New York 11230

AFL-CIO

Director, Department of Community Services
815 16th Street, N.W.
Washington, D. C. 20006

AMERICAN BANKERS ASSOCIATION

Order Processing Department
1120 Connecticut Avenue, N.W.
Washington, D. C. 20036

AMERICAN BAR ASSOCIATION

Communications Department
1155 East 60th Street
Chicago, Illinois 60637

AMERICAN COUNCIL ON CONSUMER INTERESTS

Attn: Executive Director
162 Stanley
University of Missouri
Columbia, Missouri 65201

AMERICAN COUNCIL OF LIFE INSURANCE

277 Park Avenue
New York, New York 10017

AMERICAN DENTAL ASSOCIATION

211 East Chicago Avenue
Chicago, Illinois 60611

AMERICAN GAS ASSOCIATION

Consumer Information News
1515 Wilson Boulevard
Arlington, Virginia 22209

AMERICAN HEART ASSOCIATION

7320 Greenville Avenue
Dallas, Texas 75231

AMERICAN HOME ECONOMICS ASSOCIATION

Attn: Public Relations Department
2010 Massachusetts Avenue, N.W.
Washington, D. C. 20036

AMERICAN MEDICAL ASSOCIATION

Health Education
535 North Dearborn Street
Chicago, Illinois 60610

AMERICAN STOCK EXCHANGE

Information Services Division
86 Trinity Place
New York, New York 10006

ASSOCIATION FOR THE ADVANCEMENT OF HEALTH EDUCATION

1201 16th Street, N.W.
Washington, D. C. 20036

ASSOCIATED CREDIT BUREAUS, INC.

103 1/2 N. Vermilion Street
Danville, Illinois 61832

ASSOCIATION FILMS, INC.

512 Burlington Avenue
LaGrange, Illinois 60525

ASSOCIATION OF HOME APPLIANCE MANUFACTURERS

Public Affairs Division
20 North Wacker Drive
Chicago, Illinois 60606

BETTER BUSINESS BUREAU OF METROPOLITAN CHICAGO, INC.

Director/Consumer Division
35 E. Wacker Drive
Chicago, Illinois 60601

BROOKINGS INSTITUTE

1755 Massachusetts Avenue, N.W.
Washington, D. C. 20036

CENTER FOR AUTO SAFETY

Suite 1223
1346 Connecticut Avenue, S.W.
Washington, D. C. 20036

CENTER FOR CONSUMER EDUCATION SERVICES

NJJCC - Bldg. 871
Plainfield Avenue
Edison, New Jersey 08817

CHAMBER OF COMMERCE OF THE UNITED STATES

North Central Region
900 Commerce Drive
Oakbrook, Illinois 60521

CHANGING TIMES EDUCATION SERVICE

1729 H Street, N.W.
Washington, D. C. 20006

CHICAGO MERCANTILE EXCHANGE

Public Relations Department
444 West Jackson
Chicago, Illinois 60606

COMMITTEE FOR ECONOMIC DEVELOPMENT

Associate Director of Information
477 Madison Avenue
New York, New York 10022

THE CONFERENCE BOARD, INC.

Information Service Division
845 Third Avenue
New York, New York 10022

CONFERENCE OF CONSUMER ORGANIZATIONS

COCO Steering Committee
6480 Camino de Michael
Tucson, Arizona 85718

CONSUMER FEDERATION OF AMERICA

Suite 901
1012 Fourteenth Street, N.W.
Washington, D. C. 20005

CURRICULUM INNOVATIONS, INC.

Current Consumer Magazine
501 Lake Forest Avenue
Highwood, Illinois 60040

CONSUMERS' RESEARCH, INC.

Bowerstown Road
Washington, New Jersey 07882

CONSUMERS UNION OF U. S., INC.

Educational Services Division
256 Washington Street
Mount Vernon, New York 10550

CREDIT UNION NATIONAL ASSOCIATION

Public Relations Manager
Box 431
Madison, Wisconsin 53701

DELTA PI EPSILON NATIONAL OFFICE

Gustavus Adolphus College
St. Peter, Minnesota 56082

DOW JONES AND COMPANY, INC.

Educational Service Bureau
P. O. Box 300
Princeton, New Jersey 08540

ERIC PROCESSING AND REFERENCE FACILITY

User Services Coordinator
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014

HOUSEHOLD FINANCE CORPORATION

Money Management Institute
Prudential Plaza
Chicago, IL 60601

ILLINOIS CONSUMER EDUCATION ASSOCIATION

5540 West Berteau Avenue
Chicago, Illinois 60641

ILLINOIS COUNCIL ON ECONOMIC EDUCATION

Northern Illinois University
DeKalb, Illinois 60115

ILLINOIS LIFE UNDERWRITERS ASSOCIATION

Attn: Executive Director
60 Adloff Lane
Springfield, Illinois 62703

ILLINOIS STATE BAR ASSOCIATION

Publications Department
424 S. 2nd Street
Springfield, Illinois 62701

THE ILLINOIS TEACHER

College of Education
Department of Vocational and Technical Education
Division of Home Economics Education
351 Education Building
Urbana, Illinois 61801

INSURANCE INFORMATION INSTITUTE

Director, Educational Relations
110 William Street
New York, New York 10038

J. C. PENNEY

Educational Relations
1301 Avenue of the Americas
New York, New York 10019

JOINT COUNCIL ON ECONOMIC EDUCATION

Director of Public Relations
1212 Avenue of the Americas
New York, New York 10036

MARYLAND CENTER FOR PUBLIC BROADCASTING

Consumer Survival Kit
Owings Mills, Maryland 21117

METROPOLITAN LIFE INSURANCE COMPANY

Health and Welfare Division
1 Madison Avenue
New York, New York 10010

MODERN TALKING PICTURE SERVICE, INC.

1687 Elmhurst Road
Elk Grove Village, Illinois 60007

NATIONAL ASSOCIATION OF HOME BUILDERS

Attn: Director of Consumer Affairs
15th & M Streets, N.W.
Washington, D.C. 20005

NATIONAL ASSOCIATION OF MANUFACTURERS

Public Information Department
1776 F Street, N.W.
Washington, D.C. 20006

NATIONAL CONSUMER FINANCE ASSOCIATION

Publications Department
1000 Sixteenth Street, N.W.
Washington, D.C. 20036

NATIONAL DAIRY COUNCIL

6300 North River Road
Rosemont, Illinois 60018

NATIONAL FOUNDATION FOR CONSUMER CREDIT, INC.

Director of Community Affairs
1819 H Street, N.W. -- Room #510
Washington, D.C. 20006

NEW YORK STOCK EXCHANGE, INC.

School and College Relations
11 Wall Street
New York, New York 10005

PHARMACEUTICAL MANUFACTURERS ASSOCIATION

Consumer Affairs Department
1155 Fifteenth Street, N.W.
Washington, D.C. 20005

PUBLIC AFFAIRS COMMITTEE, INC.

Director of Education
381 Park Avenue South
New York, New York 10016

PUBLIC CITIZEN PUBLICATIONS

P. O. Box 19404
Washington, D.C. 20036

SEARS, ROEBUCK AND COMPANY

Consumer Information Services D/703
Sears Tower
Chicago, Illinois   60525

UNITED AUTO WORKERS

8000 E. Jefferson Street
Detroit, Michigan 48214

U.S. SAVINGS AND LOAN LEAGUE

111 East Wacker Drive
Chicago, Illinois 60601

Selected Local, State and Federal Government Agencies in Illinois

CITY OF CHICAGO

Department of Consumer Sales
Room 808
City Hall
Chicago, Illinois   60202

CONSUMER PRODUCT SAFETY COMMISSION

230 South Dearborn
Chicago, Illinois   60604

FEDERAL ENERGY ADMINISTRATION

175 W. Jackson Blvd.
Chicago, Illinois   60604

FEDERAL RESERVE SYSTEM

Federal Reserve Bank of Chicago
P. O. Box 834
Chicago, Illinois   60690

FEDERAL TRADE COMMISSION

Consumer Protection Specialist
55 E. Monroe Street, Suite 1437
Chicago, Illinois   60603

ILLINOIS DEPARTMENT OF LABOR

705 Straton Office Building
Springfield, Illinois 62706

ILLINOIS DEPARTMENT OF REVENUE

Income Tax Information
160 North LaSalle Street
Chicago, Illinois 60202

ILLINOIS OFFICE OF EDUCATION

188 West Randolph Street
Chicago, Illinois 60601

100 North First Street
Springfield, Illinois 62777

OFFICE OF THE ATTORNEY GENERAL

Consumer Fraud and Protection Division
134 N. LaSalle Street, Room 204
Chicago, Illinois 60602

Consumer Fraud and Protection Division
500 South Second Street
Springfield, Illinois 62706

U. S. DEPARTMENT OF COMMERCE

Chicago District Office
55 East Monroe Street
Chicago, Illinois 60603

U. S. ENVIRONMENTAL PROTECTION AGENCY

Public Affairs Department
230 South Dearborn Street
Chicago, Illinois 60604

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Food and Drug Administration
Chicago District Office
Attention: Consumer Specialist
1222 Main Post Office Bldg.
Chicago, Illinois 60607

U. S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

Region V Office
300 South Wacker Drive
Chicago, Illinois 60607

U. S. DEPARTMENT OF THE INTERIOR

Chicago Field Office
National Park Service
2510 Dempster
Des Plaines, Illinois 60016

U. S. DEPARTMENT OF JUSTICE

Office of the U. S. Attorney
219 South Dearborn Street
Chicago, Illinois 61604

U. S. DEPARTMENT OF LABOR

Regional Office
230 South Dearborn Street
Chicago, Illinois 60604

U. S. DEPARTMENT OF THE TREASURY

Internal Revenue Service
230 South Dearborn Street
Chicago, Illinois 60604

137

Selected Federal Government Agencies

CIVIL AERONAUTICS BOARD

Office of the Consumer Advocate
Washington, D.C. 20428

CONSUMER INFORMATION CENTER

Attention: Consumer Information Catalog
Pueblo, Colorado 81009

CONSUMER PRODUCT SAFETY COMMISSION

Bureau of Information and Education
Washington, D.C. 20207

ENERGY RESEARCH AND DEVELOPMENT ADMINISTRATION

Office of Public Affairs
Washington, D.C. 20545

FEDERAL COMMUNICATIONS COMMISSION

Director, Office of Public Information
Washington, D.C. 20554

FEDERAL ENERGY ADMINISTRATION

Office of Consumer Affairs
Washington, D.C. 20461

FEDERAL POWER COMMISSION

Office of Public Information
Washington, D.C. 20426

FEDERAL RESERVE SYSTEM

Office of Saver and Consumer Affairs
Washington, D.C. 20557

138

FEDERAL TRADE COMMISSION

Public Reference Section - Rm. 130
6th & Pennsylvania Avenue, N.W.
Washington, D.C. 20580

INTERSTATE COMMERCE COMMISSION

Public and Consumer Information Office
Washington, D.C. 20423

LIBRARY OF CONGRESS

Publications Distribution Unit
Central Services Division
Washington, D.C. 20540

SECURITIES AND EXCHANGE COMMISSION

Office of Consumer Affairs
Washington, D.C. 20549

U. S. DEPARTMENT OF AGRICULTURE

Office of Communication
Washington, D.C. 20250

Consumer and Food Economics Institute
Agricultural Research Service
Federal Building
Hyattsville, Maryland 20782

U. S. DEPARTMENT OF COMMERCE

National Bureau of Standards
Washington, D.C. 20234

Consumer Affairs Division
14th and Constitution Avenue, N.W.
Washington, D.C. 20230

U. S. ENVIRONMENTAL PROTECTION AGENCY

Public Information Center, Printing
Washington, D.C. 20460

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Office of Consumer Affairs
Information Specialist, Publications
621 Reporters Building, Rm. 628
Washington, D.C. 20201

Office of Consumers' Education
U. S. Office of Education
Washington, D.C. 20202

Consumer and Homemaking Education
U. S. Office of Education
Washington, D.C. 20202

Office of Public Inquiries and Publications
Administration on Aging
Washington, D.C. 20201

Food and Drug Administration
Office of Consumer Inquiries
5600 Fishers Lane
Rockville, Maryland 20852

Social Security Administration
Division of Public Inquiries
6401 Security Boulevard
Baltimore, Maryland 21235

U. S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

Assistant Secretary for Consumer Affairs
Washington, D.C. 20410

U. S. DEPARTMENT OF THE INTERIOR

Special Assistant for Consumer Affairs
Office of the Assistant Secretary for Management
Washington, D.C. 20240

U. S. DEPARTMENT OF JUSTICE

Consumer Affairs Advisor
Office of the Attorney General
Washington, D.C. 20530

U. S. DEPARTMENT OF LABOR

Special Assistant to the Secretary for
Consumer Affairs
Washington, D.C. 20210

U. S. DEPARTMENT OF TRANSPORTATION

Attention:

Coast Guard
Federal Aviation Administration
Federal Highway Administration
Federal Railroad Administration
National Highway Traffic Safety Administration
Urban Mass Transportation Administration

U. S. DEPARTMENT OF TREASURY

Internal Revenue Service
Taxpayer Service Division
Washington, D.C. 20224

U. S. GOVERNMENT PRINTING OFFICE

Superintendent of Documents
Washington, D.C. 20402

BC/24/A

Appendix A

Curriculum Revision Committees

Marilyn Medlock, Chairperson, Illinois Office of Education, Springfield

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Gary C. Coates, Social Studies Department, Princeton High School, Princeton

Terry J. Finlayson, Consumer Information/Education, Sears, Roebuck and Company, Chicago

D. Hayden Green, Business Education Department, Oak Park and River Forest High School, Oak Park

Peter R. Senn, Social Science Department, Wilbur Wright College, Chicago

Sharon K. Walker, Home Economics Department, Herrin High School, Herrin

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Floyd Crank, Business Education Department, Northern Illinois University

Burton Foster, Coordinator of Labor Studies, Blackhawk College, Moline

Kathleen Dunn, Assistant to the Director, Department of Labor, Springfield

Larry Baylor, Chief of Planning, Research, and Information Division, Department of Labor, Chicago

Judith Staley Brennecke, Associate Director, Illinois Council on Economic Education, DeKalb